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ABSTRACT

An evaluative study was conducted in Oregon of Adult Basic Education Programs in progress during the school year 1969-70. Depth interviews were held with local administrators, teachers of A.B.E., program counselors, and a random sampling of A.B.E. students. An oral questionnaire was used; and a Self-Study Questionnaire was sent in advance of a visit. The largest majority of students were married with families to support; the majority had completed eighth grade or further, yet were still semi-illiterate. One half had lived in Oregon more than six years. The greatest number of teachers had been employed in the program only one year but almost as many had been employed since the beginning (four years); most had not taught adults before. They felt a real need of training. The main weakness of the program, as identified by teachers, was inadequate teaching materials, including inadequate tests; this might be partly due to lack of understanding of the new hardware and programed materials. Some very fine counseling was observed. The average cost per student this fiscal year was $115. The mean average reading score increased 1.6 grade levels this year; the cost to raise one student one grade level was $80. (PT)

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PROGRAM 1969
EVALUATION 1970

Adult Basic Education
A.B.E. PROGRAM

OREGON BOARD of EDUCATION
SALEM, OREGON

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1969-1970

Program Evaluation

of

Adult Basic Education

(A.B.E.)

Clifford Norris, Specialist

Adult and Continuing Education

Oregon Board of Education

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April 20, 1970

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Superintendent and Executive Officer
Oregon Board of Education

Through:

Mr. Clifford Norris
Specialist, Adult & Continuing Education
State Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Gentlemen:

In accordance with your request, we did a systematic evaluation study of the Adult Basic Education programs of the State of Oregon for 1969-1970. Our report of findings, conclusions and recommendations is herewith presented for your information and use.

The study was conducted in all locations in Oregon where an Adult Basic Education Program has been in progress during this school year in a local educational institution in conjunction with the Oregon State Plan for Adult Basic Education.

Depth interviews based upon previously established questionnaires were held with:
1) local administrators
2) teachers of A.B.E.
3) program counselors
4) a random sampling of A.B.E. students.

Pertinent information was obtained from each of Oregon's Adult Basic Education programs by means of oral questionnaires as identified in Appendix A and from a Self-Study Questionnaire sent in advance of a visit to each program. The appraisal of the information gathered is to be found in this report.

The State of Oregon is to be commended for establishing such a thorough study of its A.B.E. program at this relatively early stage so that the findings and recommendations may be used as a basis for extending and improving the program.

The recommendations presented in this report are based upon as searching and comprehensive assessment as was possible with the cooperative efforts of the individual program personnel and the advisory group to represent workable implementation in the immediate future.

We are most grateful to those who cooperated in this evaluative study and for the opportunity to be of service in this vitally important educational endeavor.

Most sincerely,

Mildred Matthews

(Mrs.) Mildred Matthews

ACKNOWLEDGEMENTS

The researcher wishes to thank the many persons of Oregon who contributed their time and talents toward the development of this report. The hospitality everywhere in the Beaver State was marvelous. However, special appreciation must be given to Mr. Clifford Norris, Specialist, Adult Basic Education, who has such belief in the program including the training and communication required for the development of innovative methods to meet the educational needs of the target population which has been identified as approximately one-third of the population of this state which was begun with a basic industry of agriculture and lumber.

In addition, our particular appreciation goes to Miss Isabella McQuesten, coordinator of Adult Education at Oregon State University, and to the Division Director who granted many personal adjustments in scheduling and cooperation neither expected nor deserved.

The A.B.E. Directors in the local programs and all teachers and other staff as well as the students who worked to provide a valid survey must realize that with their efforts, this report has been made possible.

My husband, whose philosophy was raised toward the ideal, but whose understanding was for people, has shared a great deal in making this information relevant.

Reginald Harrison

TABLE OF CONTENTS

	Page
Part I. Introduction	3
Chapter 1. The Setting	3
Chapter 2. The Problem	7
Chapter 3. Study Method and Organization of this Report	9
Part II. Findings: Adequacy and Relevancy	12
Chapter 4. Students	14
A. Characteristics of the Undereducated Adult Student	14
B. How student characteristics affect teaching techniques	29
Chapter 5. Characteristics of the Instructors	34
A. As Identified by the Administration	35
B. As Expressed by teachers	37
C. In terms of teacher training	42
D. In terms of Certification and Past Teacher Education	49
E. Full or Part Time	50
Chapter 6. The Educational Setting: Program Content	52
A. Factors that most affect A.B.E. Instruction	54
B. The Educational Materials	56
C. Areas of Learning and the Curriculum	56
Chapter 7. Home and School	61
Chapter 8. Adequacy and Relevancy of Counseling	62
Part III. Program Administration and Operation	65
Chapter 9. The Basic Legislation and Implementation in Oregon	65
Part IV. Recommendations	70
Chapter 10. Recommendations of the Educative Process of Oregon's Adult Basic Education Program	70

Part V. Appendices

Appendix A. Questionnaires and planning materials used for this study 75

Appendix B. Report forms used in local programs 88

Appendix C. List of teaching materials found satisfactory in some programs in Oregon 100

Appendix D. Check sheet of data identified by Federal Guidelines 107

Charts:

PERT 11
Marital & Health Status 16
Highest Grade Completed 16
Permanentanecy of Residence 18
How Adult Student Learned of ABE Program 19
Like Most, or Most Useful About Classes 21
What would you change 24
Ambitions of Self 25
Family Problems 26
Educational Area Most Important 27
Pre-enrollment Anxieties 28
Characteristics of ABE teacher 35
Reason for teaching in ABE 38
ABE Employment 40
Teacher training for this program 43
What training do you Need as a teacher? 46
Teacher's Professional Background 49
Subject Area of Certification 50
Oregon Board of Education Structure 69

PART I. INTRODUCTION
THE ABE PROGRAM: AN OVERVIEW

CHAPTER 1. THE SETTING

This is a report of a comprehensive evaluative study of the Adult Basic Education program of the State of Oregon. This appraisal was conducted for the State Board of Education through planning with Clifford Norris, Specialist, Adult and Continuing Education.

There have been two previous reports of Oregon's Adult Basic Education program conducted in fiscal 1967-68 and 1968-69. This is the first comprehensive evaluative study conducted through questionnaire-interview with personnel involved in each phase of all local programs with especial emphasis on oral interviews with a random sampling of students from each program. A self-evaluation study through cooperative efforts of each local program administrator is also incorporated in the findings of this Report.

Adult Basic Education came into being with the Economic Opportunity Act of 1964, with the program beginning operation in 1965, financed by the Office of Economic Opportunity and administered by the Office of Education. The Adult Education Act of 1966, P.L. 89-750, shifted full responsibility for the program to the Office of Education. ABE is primarily a state grant program at this time with local matching of funds upward from ten percent of the program costs. Plans developed by the Oregon Board of Education in cooperation with local school systems are approved by the federal Office of Education.[1]

In accordance with the Oregon State Plan for Adult Basic Education and ABE Program Evaluation Guidelines as established by the Adult Education Branch, U.S. Office of Education, Washington, D.C., the following local ABE programs cooperated in this study:

Blue Mountain Community College - Pendleton, Oregon

Central Oregon Community College - Bend, Oregon

Clackmas Community College - Oregon City, Oregon

David Douglas School District (Mt. Hood Community College) Portland, Oregon

Jackson County Intermediate Education District - Medford, Oregon

Klamath County School District - Klamath Falls, Oregon

Lane Community College - Springfield (Eugene), Oregon

Lincoln County School District - Klamath Falls, Oregon

Linn-Benton Community College - Albany (Corvallis), Oregon

McMinnville Public Schools - McMinnville, Oregon

Mt. Hood Community College - Gresham, Oregon

Portland Metropolitan District (Portland Community College) Portland, Oregon

Salem School District - Salem, Oregon

Southwestern Oregon Community College - Coos Bay, Oregon

Treasure Valley Community College - Ontario, Oregon

Adult Basic Education takes place almost anywhere, and in Oregon a brief glance at the structure of the ABE classroom is evidence. The physical classroom of these fifteen programs (some programs have a number of different classes and locations) range

from orange carpeted, beautifully decorated modern community college rooms including the space and hardware of skill centers to modern architecturally beautiful church buildings, the well-known elongated barracks of a Veteran's hospital, the traditional school classroom, or the upper floor over a downtown store or office building. Convenience of meeting student needs is found in providing ABE programs in a shopping center adjacent to a supermarket (or a liquor store).

We acknowledge that the principal concern is not with traditional forms and places of education (which may bring back memories of old failures to the adult), but to bring education to the people where ever they are . . . that may even be in a jail (which accounts for lack of information on some of the enrollment cards!).

ABE students in Oregon are as ethnically varied as America: migrant farm workers, loggers who may have lost step with the physical and technical requirements of the industry, a garbage collector who after 17 years cannot meet the new needs of record keeping, housewives who are tired of telling their growing children to "ask your dad to help you with your lesson; I'm too busy" (as a camouflage of not being able to read adequately), a military wife returned home to Oregon with the husband she married overseas, a black or a white who "got lost" in the academic structure of the past, an imigrant from China or Yugoslavia, a young divorcee faced with the problem of supporting her children, or any of the many life problems where an adult is found to be incapable of carrying out what he knows to be his adult responsibilities.

Adults come to these classes in Oregon on referral from Welfare departments, employment offices, public health workers, because their children tell them, because of physical inability to continue a past occupation or because they hear about the program from a friend. They come because they need help and recognize the need.

CHAPTER 2. THE PROBLEM

Education in America (and in Oregon) is vital! How has education been placed in such a position where so little is known about educating illiterate adults and where so many adults are illiterate or hardly able to read or write?

According to the 1960 Census[2] there were 22.1 million adults over 25 years of age who had less than eight years of schooling. There were 24 million people with less than 8th grade education above 18 years of age in the same census report.[3] Functional illiteracy is found mostly among rural populations and migrants[4], and Oregon is considered "rural" with an annual migrant stream through the city of Portland, alone, which varies from 30,000 to 45,000 individuals. In Oregon there are 945 labor camps involving migrant workers.[5] Also in Oregon, 33 percent of the population are identified with less than eighth grade schooling.

Perhaps society could tolerate large numbers of inadequately educated adults some years ago because it was once possible to function relatively well without a formal education. Today within our technological society "output" continues to rise and employment to fall. Factory production in the 1950's as an example, increased by 40 percent while factory employment dropped. As machinery becomes more efficient, occupations requiring more education are growing at a much more rapid pace than ever before in history. The need for semi-skilled and unskilled labor is declining in proportion to technological advancement in Oregon as in the United States. For

Oregon, and for the Nation, the adapting adult needs more skill, more ability to "cope" and an outlook of additional training and education to be required of workers in years to come. They understand the concept of continuing education, although it may not be of the traditional type.

The study of adult learning and the adult learner has significant contributions in determining how adult basic education can most satisfactorily serve. It also identifies boldly and clearly that our education has been successful for highly motivated youngsters and adults which we understand as "middle class". Education has been a failure for the disadvantaged! The present day adult of the ABE programs is a "push-out" of our traditional teaching methodology, or a "never-in" of the middle class school system.

CHAPTER 3
STUDY METHOD AND ORGANIZATION OF THIS REPORT

The ecology of the disadvantaged adult, his particular background of experience, his limited educational attainment, and the values he holds must be understood.[6]

This analysis of Oregon's ABE program is an independent study of each local school system that contracted with the Oregon Board of Education to receive Adult Basic Education funds this school year.

There are three points of emphasis here:

1) The local schools involved in this review have seen the need to provide education for the underachieving adult, and have made an effort to obtain funds to carry on a related program.
2) The local schools are wanting to be provided some interpretation of how the adult basic education instruction can meet the adult educational needs; so were willing to do a self-study as well as permit an interviewer to talk with its students and staff.
3) Oregon Board of Education wanted as unbiased a report as possible; so rather than using its own personnel to make a report, or to have an educational institution review on the basis of pre-conceived education, the Board contracted with an independent researcher to gather and compile data relative to present programs, to "spotlight" educational

breakthroughs, and provide direction for growth and advancement.

This evaluation is based upon depth interviews with: a random sample of students in each of local ABE programs, a visit to a class, including an interview with one, or more, teacher(s) as well as viewing the teaching materials (soft ware and hard ware), a discussion with the individual responsible for counseling ABE students and an in-depth interpretation of each program as viewed by the program administrator.

As will be noted from the questionnaire forms (of Appendix A) the same questions (where communication was an ingredient) were asked of supervisor, counselor and teacher to learn whether there was a united program direction as well as to "match-the-parts" of the staff picture as related to meeting adult student ecology and education.

A self-study evaluation questionnaire and a schedule of individual program visitation plans were mailed to each ABE program director on January 16, 1970 (Appendix A). The schedule was followed in all instances except one which was due to the illness of the program director. Subsequently that program was visited as well as a re-visit to one or two others.

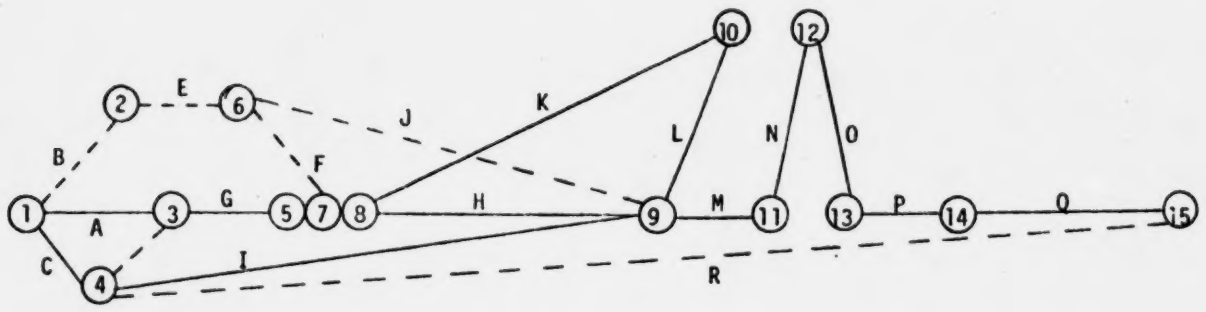
The report planning and appraisal period is established on the PERT Chart shown here.

P E R T

Program Evaluation and Review Techniques of Adult Basic Education

State of Oregon 1969-1970

| Oct '69 | Nov | Dec '69 | Jan '70 | Feb | March | April | May '70 | June 70 | - - - - | Nov '70 |



Events

1. ABE Program begun
2. Reports in OBE office
3. State ABE Proposals mailed to USDE
4. Oregon meeting of ABE staff members as section of Adult Education Annual Meeting
5. Request made for ABE Evaluation Review
6. Oregon ABE Specialist met w/State Directors obtained Evaluation Materials from OE
7. Evaluation Committee & Researcher Contracted
8. Evaluation Visitations Begun
9. Completion of evaluation visitation to each of Oregon's ABE programs
10. Report written
11. Evaluation report printed
12. Report submitted to Federal ABE
13. Federal ABE acceptance
14. Report distributed and in local program areas with recommendations reflecting local need
15. Follow-up as needed

Activities

A. Contacts made with teacher training institutions

B. Communications between OBE & ABE Programs

C. Planning for Annual Oregon ABE Meeting w/Adult Educators

D. Reviews of ABE curriculum materials

E. Information and guidelines gathered for Survey

F. Guidelines established with Evaluation Research team

G. Planning for Evaluation within Oregon Board of Education ABE Program office

H. Evaluation visitations made to all of Oregon's ABE Programs by researcher

I. Gathering information on ABE programs such as schedules, handbooks, brochures, teaching materials, etc.

J. Constant communication between OBE specialist in ABE and researcher including some joint visitation to Programs

K. Report being written

L. Report being typed

M. Report being printed, collated, bound

N. Report mailed to OE

O. Acceptance letter from OE to OBE

P. Distribution of Report

Q. Random sampling of report reflected in local programs

R. Continuous communication between evaluation formulation committee members.

PART II. FINDINGS: ADEQUACY AND RELEVANCY

The Adult Basic Education programs in the State of Oregon are pioneering in adult education with little information available due to the newness of the programs and the fact that teachers of past generations have not been educated to "teach" adults. Along with the technical-cultural impact of the second half of the twentieth century has come a realization that education cannot just be for youth and professional persons. Ad educational earthquake has been the result of the "fault" in schooling which has formed as one-third of Oregon's population has been "pushed out", "dropped out" or never-entered into enough of the traditional educational system to become fully literate adults.

The educational disaster has "lost" only limited numbers of people located in the environment where the learning "gaps" have occurred. However, the tremendous number of "injured" adult citizens are sorely in need of highly successful "cures" to overcome their educational injuries. Although the damage has been great, if educational diagnosis brings appropriate teaching-learning readjustment, the bruised adults will make a successful recovery and the next generations will not suffer as the present undereducated adult has.

There are two dramatic sights before the eyes of the educators and the community responsible for education:

1. The type of education provided in the past has caused the present group of undereducated adults

2. New types of teaching must take place to correct what the past education has caused (or permitted to happen).

The objective, then, as we look at the adult basic education program is to determine whether there is a change in the teaching techniques to meet the present society and whether the teaching materials are those that meet the challenge of change for the adult.

Is the present adult basic education program relevant to the needs of the adult who was unable to maintain his "educational health" in the tsunami that took him away from the safety of an educational system that would provide him a successful sociatal role?

CHAPTER 4. STUDENTS

A random sampling of adult student interviews were held with a total of 41 persons ranging in age from 18 years to age 57. There were 4 persons interviewed who were 20 years old; 3 persons who were 33 years old; two each of ages 19, 22, 27, 31, 32, 34, 37, 38, 43, 47 and 49. One person of 18, 24, 26, 28, 29, 35, 39, 40, 42, 45, 55 and 57 each was interviewed.

Statistically, the mean age of the average A.B.E. student interviewed was age 32; the median (or the age of the person in the center from age 18 to 57) was age 33, but the age that appeared most often in our sample was an individual of 22 years.

Of the random sampling 22 were male and 19 were female. Two husband-wife teams were in the sample as was the son of a father/mother/son class membership group.

From the random sample interviews the data that follows was gathered.

A. Characteristics of the Undereducated Adult Students

"I always wanted to learn to read and write, but I never tried because I didn't know how to start" presents the philosophy of a woman whose daughter had talked with her about the Adult Basic Education classes, and convinced the mother that she was "smart". Such a student is the kind of undereducated adult who enters a basic education class without agency assistance, but who may have some problems at home with a husband who does not like her being

away from home. The same type of self-need is expressed by the men who "got information from one of the young lads courting my step-daughter," and whose "people" tell him that if he does not take advantage of this adult education, "you're a blasted fool."

Less self-direction toward going to school is found in the man who "has always been a strong active person" who possibly only went to the fourth grade originally (and even then did not like "the schooling" very well) but now finds himself physically disabled to do "strong-active" work . . . or the person who "went to the sixth grade; didn't learn; just went" . . . and the man who "moved quite a bit when real young; got so each school was different; lost interest; couldn't keep up and at the time didn't really care." Or the "almost non-reader" (self-described) whose "teachers just put me from one grade to another," and who now finds herself a divorced mother unable to support her children. A key to this type of educationally deprived individual will be statements indicating lack of interest in school, missing so much that the subject matter is taught beyond his/her scope of understanding, or that the instruction "seemed to be the same thing over and over again."

In Oregon these academic under achievers also include migrants from Mexico who have never gone to school and immigrants from European, Asian and South American countries.

The following charts and description present the findings relative to the characteristics of adult basic education students in Oregon as they interpret themselves through oral interviews.

Marital and Health Status

		Number	Percentage
Total Number of Students Interviewed		43	
Marital Status:	a) Married	28	65%
	b) Single	7	16%
	c) Divorced	6	13.9%
	d) Seperated	2	4.6%
Health Problem:	Yes	15	34%
	No	28	65%

The largest majority of the ABE students are married with families to support, although there are young, unmarried (some of whom have not adjusted to the traditional school system) and a proportionate number of divorced persons whose multiple problems include an inability to meet job requirements.

Health problems become significant factors, especially for men, in employment areas related to lumber, agriculture and labor-type functioning.

Highest Grade Completed

	Number (43)	Percentage	Did Not Grasp Subject Matter
None	3	7%	
First		0%	
Second	2	4.6%	
Third	1	2%	
Fourth	2	4.6%	
Fifth	4	10%	
Sixth	2	4.6%	
Seventh	2	4.6%	13 or 30% (relates to all levels)
Eighth	12	27%	
Less Than H.S. Graduation	12	27%	
High School or Above	3	7%	

Shown on the chart which identifies the highest school grade completed three persons have diplomas from high school or even greater educational records, yet they are in basic education classes, and their grade-level achievement indicates in all three instances that academic ability is less than eighth grade level. This can be related to the Selective Service Commission's "Project 100,000"[7] which taught communication skills at Fort Polk training center to academically deficient young men drafted into the Army to bring them up to fifth-grade reading level. In this group of 353 young adults, the average had completed more than ten years of school and eight of them had attended one or more years of higher education; however, they "could not read at a level of comprehension required by military training."[7]

Our sampling indicates that 7% of Oregon's Adult Basic Education students have never gone to school, that the fifth grade appears to be a drop-out point while the majority have completed eighth grade or gone beyond that level in a school system, yet still are semi-illerate. One third of all indicated that at the varying levels of school they did not grasp (or understand) the subject matter being taught.

Permanentancy of Residence

Length of Time	In Oregon		In Present Home	
	Number (43)	Percent	Number (43)	Percent
Born Here	12	27%	1	2%
21 yrs or more	5	11%	2	4.6%
16 - 20 yrs	4	9%	1	2%
11 - 15 yrs	6	14%	1	2%
6 - 10 yrs	6	14%	7	16%
4 - 5 yrs	2	4.6%	3	7%
2 - 3 yrs	4	9%	9	21%
1 year	1	2%	4	9%
6 mo to 1 yr	2	4.6%	5	11%
less than 6 months	1	2%	8	18%

It has often been assumed that persons who have become "lost" in the learning process of our school systems have been transient. Our sampling of the undereducated adult shows that 27% of this group was born in Oregon. However, the evidence proves that the majority, although living in Oregon most of their lives, have moved from one home to another, which indicates a certain instability.

We do find that one half of the individuals in basic education classes have lived in Oregon more than six years.

How Adult Student Learned of ABE Program

How did you know about these classes?	Responses (59)	Percentage
Friend or Family Member	13	22%
Press (Newspaper) or Radio	6	10%
Child brought publicity from school	2	3%
Called school and asked	3	5%
Church	1	1%
Employer	1	1%
Vocational Rehabilitation	5	8%
Employment Office	13	22%
Welfare	11	18.6%
Opportunity Center	2	3%
Health Service	2	3%
Took Second Contact before got to class	18	30%

Probably one of the most significant factors in a study of this nature is an understanding of recruitment and of the source of information which "reaches" the adult who could benefit from this type of education. This will be referred to again under recruitment, but student interpretation of "why" he came to class is vital. Eighteen of the forty-three students interviewed said that he/she did <u>not</u> come into the class when he first learned of it, and that at least a second contact was necessary to get him to enter ABE programs.

Three sources provided the majority of students. The same number of persons identified that they learned of basic education classes through a friend or family member as those that learned of such instruction through the employment office. Welfare referrals followed closely behind those from employment service. Persons who knew of these classes through friends or a family member were more often night class students who either are presently employed or who are attending because of a need for self-improvement with no funding from any other agency. The persons referred by the Employment Service office or the Welfare program are being encouraged to upgrade their basic educational skills in order to become employable as a general rule. The Department of Vocational Rehabilitation serves a worthy source of referral in providing helps in a re-adjustment process when needed.

More self-motivation is evident in the instances where the individual (or husband or wife) has made a contact with the school to see what classes are available or follows up as a result of a child bringing publicity from school. It is also gratifying to know that employers or church associates will identify basic education programs to those whom they recognize as needing this continuing education.

What do you like Most, or is Most Useful, About the Classes?

Like Most	Responses (34)	Percentage
Can learn as fast as I am capable of doing	5	15%
Working by self (no pushing) (treat you like grown-up)	5	15%
Teacher help (if wanted)	11	32%
Able to understand	3	9%
Opportunity to come to school	1	3%
Students working to help others	2	6%
Idea I'm learning; don't really like school any better now	1	3%
Books Used	2	6%
Hardware (tapes, etc.)	1	3%
Way materials are explained	1	3%
Funds to pay educational costs	2	6%

Most Useful	Number (74)	
Mathematics (arithmetic)	13	17%
Spelling	12	16%
Reading	23	31%
Write	6	8%
Understanding	4	5%
Speak and pronouncing words	9	12%
Everything	5	6.7%
Can't Say	2	2.7%

In working with individual ABE students to get them to analyze what is most valuable, and what they would change if they were capable of doing so, there were three areas which were generally acknowledged as being "liked most" in the basic education programs. Teacher help rated as number one. (An assumption might be that this type student is rather insecure and needs teacher support plus a second assumption that individual attention was not adequate in school systems of the past).

Of equal importance to the adult student is that he can work as rapidly as he is capable of doing plus the fact that he is treated as a grown-up and is permitted to work at his own speed and at his individual level of accomplishment.

Subject matter identified "reading" as the most useful (the word "English" is seldom used except by "foreign" students, and there appears to be an aversion to the word "English" by the American born who has been involved in school systems of the United States). Math (or arithmetic) seems to be especially desired by men looking toward further employment, with spelling, speaking and pronouncing words identified as vital to these students. Some feel a tremendous need for "everything" and a few appear not to care or want to identify what is helpful. Some few still indicate a dislike of school.

Identifying desirable changes in the system seemed somewhat harder for the adult basic education student to do. There appear patterns of need which the student usually relates specifically to

himself rather than the class as a whole. An individual who has "found" a subject of great interest to himself usually wants more of that subject (this can sometimes be a problem for a teacher who is trying to teach a variety of subjects). A number of persons have identified noise or confusion in the classroom as being undesirable (It was noted more than once that the adult student appeared to like to sit within the "protection" of an individual carrel). Related to the same situation may be the expressed desire for more teachers and more facilities.

We need also to call attention to the fact that an adult who is motivated to learn, often wants to learn quickly. The night classes which meet two nights a week may be just right for the "moonlighting teacher", but the man or woman who is in a hurry to make up for lost time would like more opportunity to attend classes.

For the programs of night classes, we would like to identify the one visited that was taught four nights as week giving the student an opportunity to come any or all of these nights. It was expressed that many preferred three nights a week.

If you were to change something, what would you change?

	Responses (41)	Percent
Big words I can't understand	1	2%
Trouble finding things	1	2%
Learn specific things toward a better job	2	5%
Too much laughing, talking, noise, "goofing off"	5	12%
Study faster; just do business	1	2%
Math (hard to understand)	1	2%
Teach more of everything	1	2%
More time on a specific subject	4	9.7%
More teachers, more facilities	4	9.7%
Let more people know of classes	1	2%
Learn spelling words with reading lesson	2	5%
More efficient method of finding where to start in learning	1	2%
Classes longer (or more often)	4	9.7%
Can't say	6	14.9%
No changes	7	17%

What are your hopes (ambitions) for yourself?

	Responses (58)	Percentage
Don't know at this time	3	5%
To become qualified for non-labor type job	2	3%
Learn a specific vocation	25	43%
Ability to change job as companies change	2	3%
Ability to fill out report form (and write)	4	6.8%
Improve English (writing and understanding)	3	5%
Pass G.E.D. or High School Diploma	7	12%
Improve Self	5	8.6%
Finish and go to college	6	10%
Getting my child(ren) up to where rest of people are in life today	1	1.7%

Two evident reasons for attending adult education classes came out in the question: What are your hopes, or ambitions, for yourself? By far the greatest proportion of persons wanted to learn a vocation for himself. These vocations, as identified, were in the areas of mechanics, sales, electronics and computer processing, welding, inspector of septic tanks, health and hospital work, secretary, body and fender repair and horticulture. A few individuals wanted businesses of their own with food services mentioned twice.

Second in order of identified ambitions was to pass a G.E.D. test or get a high school diploma. Self-improvement and being able to write, both, were of significance in the comments.

Do you have family problems which keep you from doing your best in classes?

Family Problems	Responses (40)	Percentage
No one to care for children	1	2.5%
Do not have suitable clothing	1	2.5%
Family attitudes toward coming to school	1	2.5%
Husband does not like my being away from home	3	7.5%
Lots of washing, ironing (household duties) to do	2	5%
Weariness, Illness	2	5%
Transportation to and from school	6	15%
None I can identify	24	60%

Generally, the class members felt they did not have family problems sufficient to prevent their doing as well as their capabilities would permit. However, transportation to and from school loomed significant in areas of Oregon in which the classes were taught in community colleges located a few miles from the main part of town, or in similar distant areas.

Car pools, sharing of gasoline costs, bicycles and teachers bringing students to school have alleviated some of these problem situations; yet it is still significant. For the woman, a significant factor involved her husband's dislike of her being away from home.

Do you think vocational skills or basic education more important for you to learn?

Most Needed	Responses (45)	Percentage
Basic education	19	42%
Vocational skills	10	22%
Both needed (together)	13	28.8%
Vocational only after learn basic education	2	4%
Total rehabilitation	1	2%

Although the question of student ambitions indicated that by far the greatest majority hoped to be able to go into a specific vocation, the question which asked them to identify whether vocational skills or basic education was more important for the individual showed the greatest need was in the area of basic education.

Basic education was rated as first in importance, but there was evident understanding that basic education and job qualifications were related and should both be a part of total education.

Pre-enrollment Anxieties About Education

Anxieties	Responses (64)	Percentage
a) Would be too dumb	7	11%
b) Could not really learn	8	12.5%
c) Would feel foolish	5	8%
d) People make fun of	7	11%
e) Have trouble with teacher	4	6%
f) School would be waste of time	4	6%
g) Would have trouble at home	5	8%
h) Would have trouble getting to school	7	11%
i) Nervous	3	4.6%
j) Feel out of place	2	3%
k) Thought might loose friends	1	1.5%
l) None	11	17%

These students do indicate a certain lack of self-assurance, and they did express feelings of uncertainty as they re-entered a school program. A number of anxieties were evident in the student's entry into basic education classes. All anxieties, "a" through "h" in the chart, were of significance. There were, however, several students who expressed none of these. The least anxiety-ridden students were those who had come from another country to the United States, including Mexican-Americans, wives of returned military personnel and a Chinese person who could make a rather valid

presentation of the most satisfactory method of instruction in such classes.

B. How Student Characteristics Affect Teaching Techniques

What are the results of the local Adult Basic Education program to date, in terms of people enrolled, drop-out rate, education provided and human improvements made, as compared to total cost incurred? In other words, have the student characteristics become the "in-put" of the teaching methodology? What evidence can the local program present to itself, its community and its state to show a direct relationship between the way the adult students are taught and what the student needs are.

Through the various charts, there has been shown the insecurities, the needs, the desires, and the image of the person enrolled in the basic education programs.

Let us, first, look at the incoming student as he first appears before a teacher of Adult Basic Education. Some of the various programs over Oregon permit a new student to enter at any time as it is said that the instruction is individual and begins where the student is. One person involved in recruitment stated that if an adult had "worked himself up" to call about the class, he was at a readiness level, and if told he could not enter the class just now, he would generally be lost to the program because it had taken a great deal of effort for him to "work up" to making the contact. If rejected, only for a week, he might feel completely rejected.

One program starts new enrollees only on Monday so as not to interrupt the class instruction.

Probably the best method is that in which, when the student first makes contact with the basic education teacher/counsellor/supervisor, an appointment is made at that time for him to come in and talk to the teacher at a specific time . . . that day or in the very near future. The teacher spends at least thirty minutes with the new enrollee, providing him a personal orientation to the program and attempting to give him a sense of relationship to the class he is entering.

There are several methods of determining what grade level the student should enter. Remember, he may have gone to the tenth grade in high school, but has not "absorbed" that level of education. He does have a pride, yet the significant factor is that he not be a failure again. Oftentimes, too, "tests" have been a dread *in past school years.*

Several teachers felt that entry was not "the time" to give such tests as ABLE GATBY or California Achievement test, but that the new class member should be given a book, with the teacher talking with him about what was written on the opened page. An astute teacher could, then, make a rather valid determination of the reading level of this person.

Some counselors, however, feel they can give a battery of tests when the student first appears. Again, a number of teachers and counselors, alike, do not feel there is an adequate ability test for adults enrolling in basic education.

However the student ability level is determined, there is evidence that the individual entering this program should begin one grade level below their entry reading score . . . on a level where he can succeed.[7]

Teachers must understand that these are adults whom they are teaching, and the materials used must be on a level of interest to the adult. Appendix C will identify those recommended in the various local programs in Oregon.

Our premise of Chapter II concerning adequacy and relevancy states that the educational system of the past has brought about this group of inadequately educated adults and that new types of teaching must take place.

"Project 100,000"[7] for the academically deficient Army draftees shows that persons with serious histories of educational failure must be trained, as adults, in a situation that is substantially different from old "failure situations." Suggestions include instructional sequences called "cycles" with a variety of activities to develop specific components of reading skill through instrument training; exercises that improve comprehension and retention; discussion groups; listening, vocabulary and reading activities in cognitive areas (which include citizenship, social studies, and arithmetic).

Since most of the A.B.E. programs in Oregon have some types of "hardware" never used in the adult's past schooling, the immediate use of these new instruments will make a radically

different environment for the adult student. (A doubt here arises relative to the belief that some of the teachers of the past traditional school systems are, themselves, somewhat fearful of the new hardware . . . with lack of understanding of its use . . . thus relaying their own uncertainties about the "new hardware" to already unsure adult students). The rather poised immigrant student identified that "tapes" were most satisfactory for him to use as the pronounciation was correlated to comprehension. As other students have, a 27 year old A.B.E. class member said pronouncing words was her greatest problem as so many of the words were not used in her farm home.

Because sitting around in a circle, with each pupil reading one sentence reflects back to traditional second and third grade teaching techniques, and because the adult is embarrassed to be "made" to read aloud to a group when he knows he has failed so miserably in reading and pronouncing in past classes, this technique is a disturbing one.

However, seated in a conversational group (which may be a circle situation) can be used to teach communication skills. One of Oregon's A.B.E. programs has two group sessions weekly with a clincial counselor. The counselor conducts what we might relate to "group therapy" with 6 or 8 students a session. This technique involves the counselor as an integral part of the program and serves multiple purposes.

Programmed instruction must be mentioned, as it permits a student to learn as rapidly as his capabilities permit and to

"skip" training in skills in which he is already proficient. Such instruction is self-pacing enabling the student to progress at his own rate. However, as applies to the "hardware", the teacher must know how to use programmed materials.

The student, then, is reflecting past failures, present uncertainties and often times negative feelings about teachers and teaching. A successful Adult Basic Education instructor will use teaching techniques to break the educational "blocks" of the past. First, however, the teacher must have an adequate understanding of how and why education has produced as many undereducated adults as there are today.

CHAPTER 5

CHARACTERISTICS OF THE INSTRUCTOR

In the second annual report of the National Advisory Committee on Adult Basic Education[8], "This Committee suggests . . . it is not easy to train and motivate teachers so that they become the good teacher." The Newsletter on Adult Basic Education[3] states: "The core of good teaching is the caliber of teaching personality. This can be, and has been, gratifyingly improved by school-wide staff participation in goal oriented, interpersonal process groups which are part of education in-service."

The administration of the Adult Basic Education program is responsible for the "caliber of teaching personality" as it is they who select the teacher. The administration is also responsible for the in-service education of the local program teachers.

The above is easily said, but few of the local Adult Basic Education programs in Oregon have a very large A.B.E. staff, and there are one-teacher programs. In-service, then, cannot involve a group process, and it is costly to "send" a teacher to institutes and workshops. This program is, in terms of years of legislation, new; teacher-training for adults has not been provided in most institutions of higher learning. College students have trained to become teachers in elementary schools, secondary schools or colleges, but past teacher-education has been unrelated to disadvantaged adults. Because of this there are few places an administrator can

send an A.B.E. teacher for orientation and understanding of the program.

A. As Identified by the Administration

In a Self Study Questionnaire, each administrator was asked to identify characteristics they look for in a teacher of adult basic education. Their identification is to be found in chart form below:

Characteristics of a teacher of ABE

	Very Important	Important	Significant	Unimportant
1) Understanding	19	1		
2) Flexibility	14	6		
3) Patience	18	2		
4) Practicality	11	7	2	
5) Humor	9	9	2	
6) Creativity	7	11	2	
7) Preparation	9	7	3	
8) Moral Values	1			
9) Leadership	1			

Number of Self Study Replies = 20

The first seven charted characteristics are those determined by Stanislaus County Multi-Occupational Adult Training Project to

be the seven needed qualities of basic education teachers.[9] Their report said the attributes needed to be effective in teaching adults basic education are derived from a single goal . . . the ability to help the student to develop and maintain self-confidence. The Oregon A.B.E. administrators are in agreement as the majority checked right down the line that all seven were "very important" or "important". There was some variance, of course, and some administrators provided a report of more than one program (as one for the day program, and another for the evening). Only one program did not cooperate in completion of the self-study questionnaire. Some administrators asked their instructors to assist in this self-evaluation, and one administrator identified items 8 and 9 as shown in the chart.

Evaluative statements made by ABE program administrators and counselors in relation to the strengths and weaknesses of adult basic instructors included:

"The instructor is doing his best job in relating what it is he does in class to why he does a good job."

"Everybody comes to school with an excellent attitude."

"The teacher takes the students from where they were to where they can go."

"Each teacher keeps an up-to-date profile of her students."

"Staff is exceedingly stable, motivated and dedicated."

"Our teachers are dedicated."

"Instructors are not judgmental."

"Our instructors develop a monthly coordination sheet."

"Our teachers' greatest results are to be found in the establishment of a new self-image in the students."

"We have a missing connection between students and teachers; so that we run through students like mad. Why don't the students stay?"

"It is a big problem just seeming to satisfy students; they gripe about 'just going along in this book', and I'd say one-fourth of the students don't really feel the A.B.E. teacher and teaching materials are serving their needs."

"Our teacher is our program's strength."

"The strength of the instruction is in helping people deal with a credential society."

"Outreach to people from target group, with teachers doing a lot of small group sessions, causes the teacher to pick up the problem in the classroom."

B. As Expressed by Teachers

The teachers were not asked to rate their own characteristics in a rating chart such as the administrators used. Their only chart to check was a determination of the "reason" he/she was teaching A.B.E. Oral interview brought out other traits and depth of understanding of their role.

In the fifteen Oregon ABE programs, 33 teachers were interviewed, a few others were talked with briefly and several teaching aides (some volunteers) were also brought into conversations about the role of an adult basic education instructor.

Our first look at the teacher will be concerning his/her statement as to "why" the individual is teaching in this program. Some answered more than one reason. The first five statements on the chart below were presented to the teacher; additional reasons were those initiated by the instructor himself as being significant.

What is the Reason You are Teaching A.B.E.?

2	Drafted into teaching
0	Teaching is a secure job
16	Teaching gives me a sense of satisfaction
8	Teaching pays a good salary
5	Inspired by someone
1	Saw endless cycle of all such college majors (as self) becoming H.S. teachers
3	Wanted to provide his/her services
3	Was part-time job
1	Got "hooked" like taking dope
1	Because I understand and know how these adults feel
4	Started in adult education as an avocation (hobby)
1	Curiosity . . . to see what it is like to teach adult learners
2	Available . . . interested
2	Teacher at heart

Of thirty-three teachers interviewed, the greatest majority (16, or almost one-half) identified the fact that teaching gives a sense of satisfaction. Rating second was the fact that teaching pays a good salary, which was mentioned by eight teachers as significant. On the reverse side, not a single teacher expressed as a reason for teaching A.B.E. that it is a secure job. Five persons identified "inspiration" as most important with two of these mentioning Mr. Labach as the person who inspired them. Four, of the new paid instructors, began this type of teaching as a hobby, or avocation.

Here we should mention that there are a number of volunteer workers in this program. One man with a Masters degree and a very masculine appearance who has 100% disability himself, and who was identified as spending most of his days "in bed", finds a tremendous satisfaction from coming regularly to an evening basic education class to volunteer his educational abilities.

Three women teachers liked adult education classes because it provided part-time employment which was desirable in their personal situations.

The first teaching programs in A.B.E. were held in Oregon during the 1965-66 school year. All of the present programs, of course, did not begin that first year, but we were interested in learning how long the present teachers had been instructing under this program, and whether there was previous experience before being hired in the school district in which they are now employed.

A.B.E. Employment

1. How long have you been an A.B.E. teacher in Oregon?				
Pure Professional first	4 years	3 years	2 years	this year only
2	8	5	8	10

2. Have you been employed in a similar capacity in other locations?	
Yes	6
No	27

3. Do you plan to continue working with this type of educational program?			
Yes	13	Year to Year Decision	2
No	0	Don't want to say	1
Probably	6	For limited time	4

The greatest number of the Adult Basic Education teachers (although by a small margin) have been employed in this program only this year. However, almost as large a group have been employed in the program since it started in Oregon; therefore have taught basic education for four years. About a sixth of the group have been a part of this adult program for three of the four years, and of special interest was a total group of three teachers, a counselor and a program administrator who had remained with the same program since its origin in their school . . . with no staff turn-over.

As the chart clearly portrays, by far the majority (27 of 33) of these teachers have not taught this type of instruction previously, so come with limited understanding of differences in teaching adults vs. children in the reading - writing - communication - math skills. Of the six who have taught in similar programs, the experience has come from involvement in the Manpower Development and Training Act and in the Office of Economic Development programs. One person had taught in the Berlitz program for a limited time in Mexico.

The total involvement of some instructors in this program is noted through such statements as:

"You couldn't get me out with dynamite."

"I'm a teacher at heart, but these people inspire me to do better than I have ever done."

"This is the most rewarding teaching I have ever done, but it is probably the least politically moving as it is not a quick success story."

"I'm wondering if this type of education isn't the basic of future community education giving the older person a place to come in and re-tool."

There is also noted some lack of understanding with limited self-involvement when a teacher makes a remark that it is a year to year decision whether to continue in the ABE program on his part or that he is not yet ready to say whether he would like to continue this type of teaching.

C. In Terms of Teacher Training

In reviewing teacher characteristics, there must be an understanding of the background of the teacher and what opportunity has been provided the teacher in either pre-service or in-service teacher education. There also must be the understanding of what makes a successful teacher.

Fortunately the A.B.E. teacher does not have to be perfect.[10] Nor does he have to follow one set pattern of behavior or assume one stereotyped personality. Many methods lead to success in the A.B.E. classroom, and each teacher will have his own special contribution to make. One basic tenet of good teaching is that the teacher must not and cannot divert his attention from the expectations of his students. The teacher is expected to know what he is about. If the teacher looks closely at each person in his classroom as a unique personality, he is not likely to forget that each one is an adult.

The second basic tenet of adult education is professional competency.[10] This means teaching the student what he wants to know in an interesting, understable way.

To be (or become) a good adult basic education instructor, both experience and continuing programs of in-service education will be needed to provide the competency and personality growth. In the adult student's decision to drop out of the A.B.E. program or to stay in will be an emotional evaluation of the progress he, the adult student, feels he has made. This decision of the student

will probably relate to the sense that the course is worthwhile, or he will have the opposite reaction to the climate for learning which the teacher creates.

The teacher's job is a big one. It demands both time and effort, and may require many new learnings relative to how to teach these adults.

In this section we will relate to three of the questions asked A.B.E. teachers in their oral visitation questionnaire (Appendix A). The three questions were listed as numbers 4, 5 and 6.

Question: Re-teacher Training	Yes	No	Length
4. Is there an orientation at the beginning of each ABE year?	20	11	4 with district orientation 1 one week 8 2-4 hrs. 1 Labach course or Church Directed
5. Have you ever taken any college courses dealing directly with adult education?	9	24	7 Summer 3 Brief 2 Regular Session
6. Number of institutes, workshops or similar in-service training sessions you have had?	17	13	6 2 day 7 2-3 Weeks 10 1 day

It appears that the administrators/supervisors of each Adult Basic Education program sincerely desires to work with his A.B.E. teacher(s) in developing a good program to meet the needs of the citizens of the community. This was obvious when a supervisor

would state that "statistics show we have a target population of more than 1,900 people in our area with less than eighth grade education. Why don't we get them in our A.B.E. classes?"

Since some of the programs have only one or two basic education teachers, it is indeed complicated to have an "orientation" session; yet most appeared to attempt to do so in one form or another.

In some instances A.B.E. teachers met with a staff of adult educators in the total adult education division "oncea week on Fridays" or "once a week on Monday" or "once a month". Again, the administrator of the program, as a rule tried to have a session with his A.B.E. teacher(s) at the beginning and ending of the year's program. In-service training might well be a part of the above mentioned meetings. In one of the larger programs, all of the full time employees (including, of course, teachers, but not excluding aides, audio visual people, etc.) meet once a week.

One system has a very simple form asking for an identification of what each individual staff person expects to do each day of the week, presented to the supervisor on Monday of each week. On Friday the staff member "colors" the block with identified those things he did as planned. If a planned block was not colored, it was then not accomplished that week. However, something else might be written in. (Appendix B)

Another program requires a very simple systems analysis plan by each staff member. Still another program's head teacher (only

2 full time teachers and 3 persons employed part time) makes a weekly list of plans of what is to happen with A.B.E. students daily. The list includes special activities of Friday including group counseling sessions. A daily spelling-pronouncation group changes as one person progresses beyond this stage and others reach this potential. A "graduated" A.B.E. student works for an hour a day in a skill reading center with individual students using the carrels, and another "graduate" who is working toward high school completion works in a small group with individuals around a table each doing programmed math. The second full time teacher of this program may be working with only one or two students in a small conference area.

Shouldn't this kind of operation be what in-service education is all about?

The majority of basic education teachers in Oregon's program have <u>not</u> taken any college classes dealing with adult teaching. Of those who have only two of our sampling have taken adult classes in a regular college session. Seven have taken summer sessions (the one at Portland State University was significantly mentioned) and three have taken brief courses such as on "adult psychology" or "education for retired persons."

We are happy to say that many of the teachers have attended seminars, workshops or institutes with the larger ones identified at Ohio State, Albequerque, San Diego, University of California in Los Angeles (UCLA) and Portland State. More attendance has been within the Oregon Association of Continuing Education meetings in

Salem and Eugene. A meeting in conjuction with the Oregon Education Association provided less feed-back.

Of the teachers who have not attended institutes or workshops, most identified that they would like to and felt literature should be sent to teachers themselves as well as to their administrators. Most would also appreciate additional workshops with specific emphasis on teacher materials.

What courses do you feel you need to assist you in your A.B.E. work? was asked of all teachers interviewed. That question plus asking the weaknesses of the A.B.E. program and suggestions for improvement identified these as educational helps the teachers would like most to have.

What Training do you Need as a Teacher?

Number	Subject Area - with some explanation.
11	Materials - all various forms that could possibly be used in adult education.
6	Curriculum Development and Organization of Classes
5	Adult Psychology (understanding adults)
4	Methodology (Methods; standards of teaching so feel in a pattern)
4	How to work with counselors, or to do the counseling as a teacher
4	How to test (also providing good standard 8th grade equivalency examination)
3	How to recruit students
3	Class scheduling

Number	Subject Area - with some explanation.
2	Culture understanding
2	How to use other sources in program (speakers, group therapy, filsm, etc.)
2	How to teach phonics
2	Remedial education
2	Teaching reading and English
2	Teaching students to "hear" (listen)
2	Problem solving situations
2	Evaluation
1	Field work along some line
1	Supervision in developing more classes
1	Understanding what makes for adaptability
1	Attitude development toward these people
1	Social problems
1	Environment of classroom
1	Workshop - to actually participate in development
1	Would not know

It is extremely evident that the teachers feel the teaching materials they have (books and tests) are not adequate to the class situation and the adult learning level (with emphasis on "interest" level of the adult and his inefficiency in reading and understanding).

Due to the fact very few of these teachers have had courses in adult education, it is amazing how well many of them have developed their teaching materials. There is still lack of communication from the adult basic education classes, generally, into areas of "outreach" and exploration involving the community facilities, agencies and resources available. However, a teacher who has not worked in such a program as this previously finds himself/herself in a whole new conceptual world, and usually is trying quite validly to get the teaching resources he/she feels will become helpful to the individual student.

Understanding of how to structure a class which has possibly fifteen individuals and at fifteen levels of learning and a teacher who feels it is almost a tutoring situation is vital to growth. Management and some structure must be developed. This is, of course, done through gaining insight into the problem areas identified.

When does a teacher give a test? How? What test?

When does a teacher call upon a counselor? When does a teacher serve as a counselor to an adult student?

How does a teacher select the instructional materials? The market has been "flooded" in some areas? Which are to be used?

How does a teacher learn to use the "hardware" easily, and when is it most advantageously used with students?

What films might be suitable to use in A.B.E. classes? How does one find these and obtain them?

Is it possible the individual program (or teacher) could make her own micro films which limited numbers of students can use as they reach this need?

Teacher training needs seem so urgent to most teachers, although some are passive with a few not recognizing self-needs with a statement like "I would not know" what might be needed.

D. In Terms of Certification and Past Teacher Education

The teachers in Adult Basic Education programs have quite varied backgrounds of academic emphasis and areas of certification. We did determine this instructional element although it is not necessary for a teacher of adult basic education to be a certified teacher (and we noted that often the "graduates" of the A.B.E. program now serving to teach others had great abilities).

Teacher's Professional Background

Teacher Certificate						Highest Academic Degree				
Yes	No	Type of Certificate								
		Administrative	Secondary	Elementary	Substitute	High School Diploma	A.A.	B.A.	B.S.	Master's
21	12	2	6	10	3	8	4	12	4	5

Twenty-one of the thirty-three teachers interviewed how have a teacher's certificate although a number of the others have had certificates in the past and have let them expire.

Eight of the interviewed teachers show a high school diploma as the highest professional degree, but this does not reflect that a number of these may have had three years of college without obtaining an Associate of Arts degree as they completed two years of college.

Subject Areas of Teaching Certificates

Elementary Education	12
Special Education	2
Guidance or Psychology	2
Spanish	1
English	1
Library	2
Administration	1
Social Work	1

E. Full or Part Time Teachers

Night A.B.E. programs often have part-time teachers employed with many of the evening programs being conducted two nights a week. It has seemed logical for administrators to hire "moon-lighting" teachers (those who are full time day teachers --

possibly at the elementary level) to teach the adults on their two nights a week schedule.

Of a total of 40 teachers either interviewed or talked with briefly during the year's visits, eighteen were employed full time and twenty-two were part-time teachers. In addition to these, there were program aides not here identified.

CHAPTER 6

THE EDUCATIONAL SETTING: PROGRAM CONTENT

In a 1967 survey of some 93,000 adult basic education students, two-thirds of them said they enrolled for self-improvement.[11] These students deserve a chance to realize their objective. In the process of talking with the Oregon basic education students their need for self-improvement was evident encompassing a total continuing program of adult education. Self improvement logically is interpreted to provide a program of opportunity to learn the practical skills of reading, writing, arithmetic and communication giving the student the opportunity to feel successful. Parameters of such a learning situation will offer each individual a way to see and evaluate his own progress. It will stir the students to seek self improvement, and it will be adult oriented, never childish material. A certain sophistication is necessary for although the teachers may not consider their A.B.E. students sophisticated, the students are mature individuals whose past failures have caused an impotence in "educational circles" and an uncertainty of their own images. They need the acceptance of their individual strengths, of adult to adult communication and of an environment that is meaningful to each individual.

The program content must provide a way to get student "in-put" and evaluation in order to accomplish its purpose. It must reach the "target population through a coordinated effort including other agencies. A variety of teaching methods will be required

with realistic objectives oriented to student behavioral changes in facilities where teaching is optimum in relationship to student needs.

The instructional techniques and materials must be used effectively to improve the self-image and the social competence of the poor, the elderly and the lonely as well as others. People who are functioning inadequately or hardly functioning at all can, indeed, draw new strengths from fine adult basic education programs to enable them to deal with their families, their jobs and their society. The individual is brought face-to-face with the pleasant reality that he can accomplish.

The focus, then, of the A.B.E. program content is less on why the student has problems and more on helping him really get involved in alleviating his problems.

A. Factors that most affect A.B.E. Instruction

That which affects the instructional program of the Oregon A.B.E. programs is indeed different in interpretation from the eyes of the beholder.

The local program often looks toward the State to answer that which might be worked out locally, and there are instances where the State might do a better job of coordinating the various local programs. The students - the target population - generally see only that which involves them and their families.

We are pleased to identify that in more than one instance local program personnel indicated that the "state office" always

ave a "straight answer" when asked, and that possibly enough ppreciation had not been expressed to the State of Oregon's pecialist in Adult Basic Education. On the reverse side "paper ork" required brought negative feelings from some with the belief hat the report form might be more standardized. A positive esire was expressed in a need of an "Undereducated Adult Guide" hich the State might send to each local A.B.E. program to provide identification of forms, interpretation of the program and suggestions for local program.

One obvious area where there had not been sufficient organization is in one local program where the A.B.E. teachers are not paid until the local school district receives its first quarterly payment from the State of Oregon. As other programs have, some arrangement should be made locally to meet the teacher's salaries as due. If the local school believes in the program, then they should either finance the salaries until payment is received from the State, or hold the program until funding is worked out.

Another local school system identified that "it pains the business office to spend money on this program." Again, the statement that the "politicians are not aware of the program" and that "support of the Board is doubtful" leads to an obvious conclusion that public relations and public interpretation is not adequate.

It is our belief that the best A.B.E. programs have made some determinations of "What is basic" in providing of successful program and have these objectives understood throughout the school.

Much is based upon the instructor's ability to evaluate why and how he does a good job of this kind of teaching.

An unfortunate cry is that students don't come consistently, that the program is developing "drop outs" and countered with one teacher's statement that the other areas of education must provide the "prevention" to eventually slow down (at least) the tremendous numbers of undereducated adults.

Orientation for students is a large factor in whether the students remain in the program along with keeping a student profile, helping the student interpret his own successes and identifying where basic education wants to go and how the individual program gets its students to this required level of accomplishment.

There is a need for organization, efficiency in handling people and understanding how to satisfy the needs of keeping people in the program - staying in - as well as reaching out to encompass the total target population.

The constant battle for attendance - drop and enter - has been met more satisfactorily in programs which have solved some of the above, and with non-judgmental instructors who realize that the kind of student they get in these classes may not have the most pleasant personality because this, too, is an involvement of the student's satisfactory self-image and successes.

B. The Educational Materials

The educational materials used in basic education programs centers on the known principle that "involvement in the learning experience is vital for men and women; therefore the lecture method is generally inadequate. Besides having adult teaching materials, the teacher does two major functions: He provides individual attention through being available to his students and through reinforcement of meaningful individually-paced educational materials."[2]

Weakness number one as identified by the local A.B.E. programs was inadequate teaching materials, including inadequate tests. Part of this may be due to lack of the teachers' understanding of how to use the new hardware and programmed materials. There have been many new materials put on the market recently, yet there is evidence that much is inadequate and that educational materials must be related to adult interest and understanding level.

Appendix C is a listing of those teaching materials which some one of the local school A.B.E. programs identified as either good or adequate to some purpose in their educational materials need.

C. Areas of Learning and the Curriculum

The task of the teacher is to teach adults how to live in today's world – not merely how to do addition or how to spell. The best approach, therefore, will be to teach blocks of subject matter rather than to compartmentalize instruction. When a lesson (so we

have lesson plans!) on "How to Apply for a Job" is taught by one teacher who weaves in reading, writing, arithmetic, good grooming, and occupational counseling. The result will be a useful, comprehensive learning situation for each student. But when isolated subjects are taught by separate teachers, the student is more likely to end up with a miscellaneous assortment of irrelevant facts.[10]

Ideally, then, one teacher will teach the basic academic skills along with the basic skills of living in one interesting package pertinent to the lives of the students. However, the teacher will remember that the students live from day to day. A carefully planned lesson (appropriate though it may be) may have to be scrapped if Jose has been threatened with eviction by his landlord. Today's lesson may, then, become about the legal rights as tenants or "How to Find a New Apartment."

The A.B.E. teacher, will, of course, be wise to plan instruction by means of a traditional course outline, but he will be wiser if he knows when to put the outline aside. In many cases an ounce of flexibility is worth a pound of planning. He may make a reading lesson out of the materials initially brought to class for a lesson in arithmetic.

The teacher's flexibility (but it is flexibility, not lack of planning) about choice of subject matter must extend to his choice of teaching materials. Could we ever assume that a newspaper ad column might be more appropriate than a reading book?

A recommended plan is that instruction might be on three different levels: Level 1 is introductory, Level 2 is for those with a certain skill in the subject matter and Level 3 is for the more skilled who is reaching toward good communication and understanding in the various instructional skills. Refinement of classification is still required within this framework.

A specific assessment of each student's ability (beginning with reading) will help the teacher choose appropriate materials and individual teaching techniques. Those who enter a class late will be evaluated immediately, but not in a fearful manner.

Reassessment of all students should take place at regular intervals to determine rate of progress and necessary adjustments of methods and materials to the new (or changed) level of performance. This does say there is more than one way to teach and a variety of materials or various levels needed.

Informal tests are recommended for use, and in Oregon we were pleased when we viewed the student using the check sheet to determine what he had learned and where he needed to improve. Of course, the teacher would talk his accomplishment over with him, but it is he who needs to see his successes and to face where he needs to learn more. A simple initial test for an incoming student is just to have him read one paragraph (or sentence) orally. Initial testing can also be done by word recognition because this can be accomplished quickly and with less anxiety to the student.

For clarification we would hope that teachers (and many do) realize that the student's independent reading level is one

grade below the instructional level. The frustration level, on the other hand, is one grade level higher than the instructional level.

Silent reading for a student will avoid embarrassment and discouragement. During his silent reading, the student can write down (or point to) troublesome words. A list of such words provide further study, and assists the student in writing.

The greatest scarcity of materials are those for use at the introductory (or first) level. Many are unsatisfactory.

Perhaps the ultimate in individualized instruction is good programmed materials which allows students to teach themselves and to progress at their own rate. However, programmed instruction cannot replace a teacher, and the teacher must know how to use them.

The packaged program and the reading laboratory are also used in Oregon and can be used by the class as a group or by individuals in independent work. The teacher, again, must have thorough understanding of these materials.

We would reemphasize that the areas of learning must have involvement in the cognitive areas with a variety of activities and an opportunity for recall.

Of greatest importance is that there be no failures; that the teaching is on a level where the individual can master the content. Dr. E. Wayne Courtney, in a lecture at Oregon State University stated: "Given enough practice, the mediocre student can perform at the same level as the more capable student!"

President Nixon has stated: "Something is wrong with education itself when curricula are often irrelevant, structure is often outmoded, when there is an imbalance between training and research, and too often an indifference to innovation . . . There is also need for better, more - useful curricula, while developing a new dimension of adult education."[13]

CHAPTER 7

HOME AND SCHOOL

As one of Oregon's evaluations identified: "there is a constant battle for attendance." Two-thirds of the students interviewed are married, all have less than eighth grade academic education. What, then, is the relationship of the home and adult education? What factors are involved.

This brief chapter is included only to assist the A.B.E. program personnel in relating the values of home life to the student in their basic education program.

Half of the students identified that their ambition was to be able to learn a vocation so that they could adequately support their family.

Two of the most significant difficulties of getting to class were identified as transportation to and from school and some one to care for children. In at least five of the Oregon programs husband and wife teams attend the basic education classes which leads to baby sitting problems, but which shows a family objective. In several instances, two or more members of the same family (father-son, brothers, cousins) were involved in this instruction.

One of the directions to look toward in future programs is a relationship between home and school and how the strengths of one may help the other. What are the commonalities?

CHAPTER 8

ADEQUACY AND RELEVANCY OF COUNSELING

In each of our local program reviews, we asked to speak with a program counselor, and in discussions with the administrator and the teacher, we asked how the counselors were involved in Adult Basic Education in their conceptualization of the total program.

More often than not, the counselor was identified as the person in the Employment Office or the Welfare office who was working with the persons they had placed in the program. This is good to have agency cooperation, yet there are other areas in which only counselors can serve, and this role needs to be recognized.

One situation was discussed in which a teacher told a student she had an appointment with a counselor, and the teacher explained she tried to identify it was only to help the woman student. However, the A.B.E. woman did not keep her appointment with the counselor, and never returned to class. Later it was learned that the last time the woman had talked with a person called a counselor, her two children were removed from her custody.

In two instances counselors said they had time allocated for A.B.E. students to come visit, and this had been so-posted, or otherwise identified, but no student yet had taken advantage of the offer.

Some administrators say they serve as counselors (and some have the credentials); yet it did appear that in most of these

instances, the administrative duties were a full time load for the person involved.

Teachers, too, stated they served as counselors, and in one instance when I asked whether she would counsel a student in a specific situation involving a psychotic situation, she answered "yes".

On the other hand some very fine counseling was observed. Previously mentioned is the group counseling in which the clinical counselor takes 8-10 A.B.E. students for a block of time and discusses their involvement and adjustment to the adult basic program; other problems areas may also be brought up.

One of the most inspiring situations in any of the programs was a fully qualified community college counselor who felt a desire to assist in the A.B.E. program, and first offered her services as a tutor in math. As she became involved with the basic education students, she realized that a more urgent need was to use her professional counseling skills with the A.B.E. students. She is now a volunteer counselor two nights a week.

Some counselors believe their service is in the testing of the students and the reporting of results to the teacher.

An overall counseling review leads to the belief that the counseling is far short of that which is required. Because these students come to class with low self-images, a background of failures, unadjusted in social and community relationships and at an unknown (or blocked) learning level, the counselor is believed to be integral to an Adult Basic Education Program which will

establish a new self-image for the student and hold those in classes who came.

In an article on training hard-core jobless,[14] there is this statement relative to counseling: "things that you and I accept as routine scare these people." Does that not apply to the A.B.E. student?

Kendall[14] also said: you have to do a lot of counseling with these people . . . Many don't know what it is to get to a job on time. Some have problems at home that must be ironed out before they can keep their mind on their work. One of the misconceptions in this area shows up in such comments as, "They're lazy", or they're just no good; they don't want to work' they'd rather be on Welfare." That is simply not true.

One of Oregon's counselors said a diet of education included giving counseling services!

PART III

PROGRAM ADMINISTRATION AND OPERATION

CHAPTER 9: THE BASIC LEGISLATION AND IMPLEMENTATION IN OREGON

Title IIB of the Economic Opportunity Act, 1964, first provided federal legislation for Adult Basic Education (A.B.E.). The Act was to assist each state in meeting the educational needs of its undereducated adult population.

A meeting of delegates from each of the fifty states of the United States (plus its territories) was held in November, 1964 to assist with the development of guidelines for a state plan for Adult Basic Education. Responsibilities for implementation were administratively delegated to the U.S. Office of Education at that time.

The functioning of Adult Basic Education was statutorally transferred to the Office of Education, with individual state programs with the advent of the Adult Education Act of 1966, P.L. 89-750, title III.

The Oregon Board of Education for the State of Oregon has in effect at this time an Oregon State Plan for Adult Basic Education which was revised and approved by the Oregon State Board on December 12, 1967. The Specialist of Adult and Continuing Education within the Division of Community Colleges and Career Education is the administrator of Oregon's Adult Basic Education program. In 1968-69, one half his time was spent as the administrator of Adult Basic Education, but his staff relationship in this area increased

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estimated enrollment of 2,000 persons during this fiscal year. Ten new classes were planned for 1970, but it has not been possible to establish funding for all.

However, there have been several innovations in 1969-1970 with two mobile units in operation in the Portland area to provide Adult Basic Education.

In-service training has included a supervisor's workshop through Region IX, an Oregon Association of Continuing Education Meeting at Lane Community College with a section on Adult Basic Education only, a workshop for Local Directors of A.B.E. and Community College Adult Directors held at Oregon State University which provided two days of information on Resources for Learning,

Programmed Learning and Computer-Assisted Learning and a one-day Planning Conference for teachers of Adults in Basic Education.

There has been training of paraprofessional personnel in the program with Portland State University taking the role of coordinator in this type of education.

Funds are obtained from the State Agency by local districts when the local educational agency submits a proposal (on an Application form) which identifies the need, gives a planned program description and provides a narrative budget. The number of students for the year must also be identified with the request for funds. Quarterly reports are mailed to Oregon Board of Education with a final report at the end of the school year.

Local Adult Basic Education programs must plan when their classes [illegible] be held, select the qualified instructors and make arrangements for their teaching facilities. The Oregon Board of Education Specialist is available for assistance and advice and has published a list of Instructional Materials used in Adult Basic Education Programs in Oregon as of March, 1969.

Student records are kept within the local A.B.E. program facilities and are available for viewing as is pertinent to further education. Variations in referrals are a result of local recruitment and agency contact, although this report has identified those commonly providing resources and students.

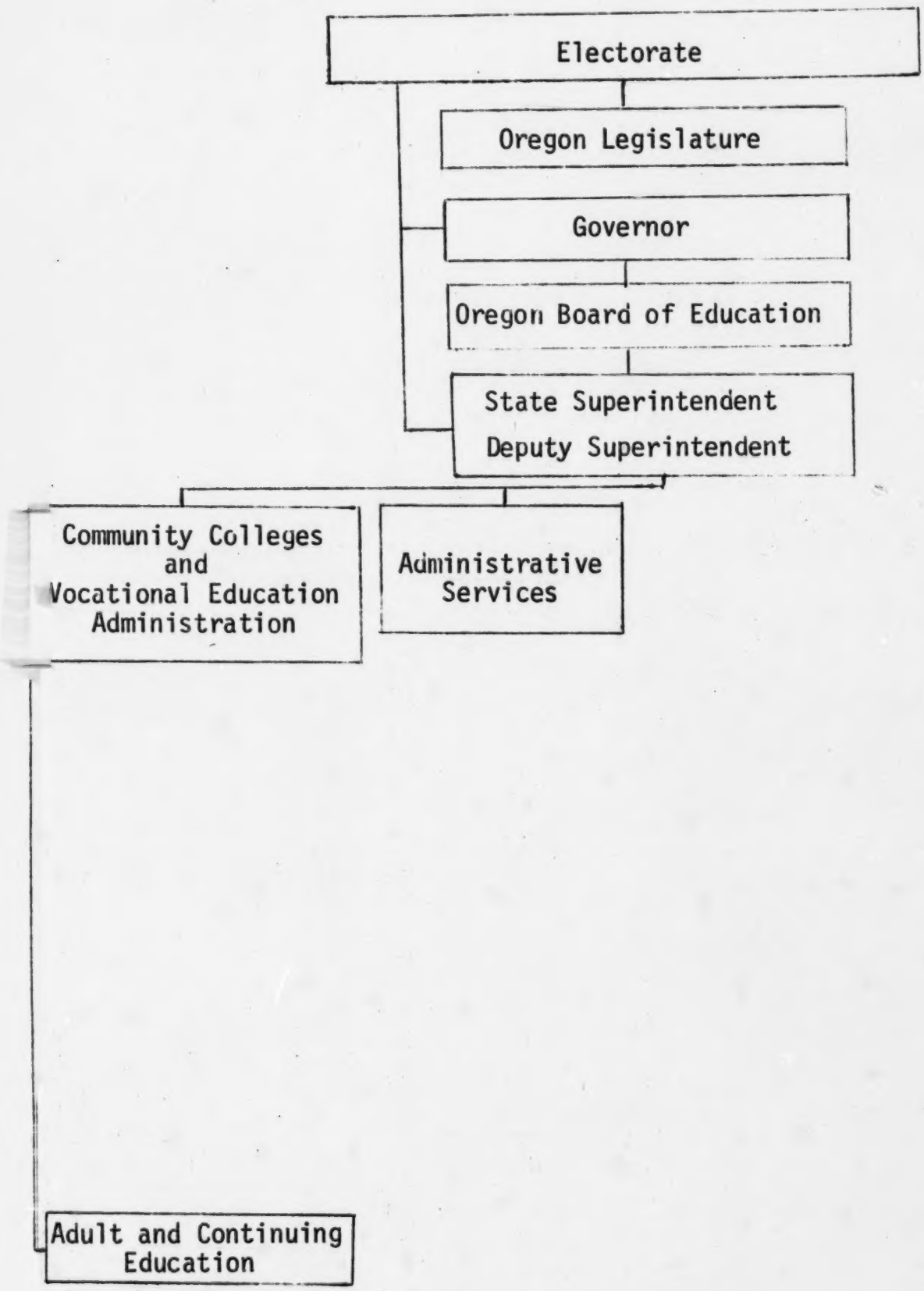
The present enrollment at the ending of the school year is 1,090 students with an average daily attendance of 27 persons per program.

The beginning reading scores as this year began presented a mean average of 4.1. The present reading score is 5.7 which indicates an increase of 1.6 years increased reading ability as an average since the program began in the fall of the year.

With a 2,600 student population and a total instructional budget of $218,139, the average cost per student this fiscal year has been $119, of instructional monies. With the mean average reading score increasing 1.6 grade levels this year, the cost to raise one student one grade level is less than $80.

ORGANIZATION OF THE OREGON BOARD OF EDUCATION

LOCATING ADULT BASIC EDUCATION



PART IV: RECOMMENDATIONS

CHAPTER 10. RECOMMENDATIONS OF THE EDUCATIVE PROCESS OF OREGON'S ADULT BASIC EDUCATION PROGRAM

This study, evaluating the effectiveness of the Adult Basic Education programs sponsored by the Oregon Board of Education, provides ample evidence that these programs are vitally important and serve limited numbers of people in effectively educating or re-educating so the A.B.E. student acquires the tools of learning (reading, arithmetic and communication) as well as gaining success through goal oriented, interpersonal teaching-learning.

We use the term "limited numbers" because only a small percentage of the target population has been reached, and the turnover of students is much too great to provide satisfactory learning for many who come into an A.B.E. program but who do not stay long enough to acquire useable educational tools for re-adjustment in society.

The following recommendations are based upon data gathered from local programs:

1. Recruitment and outreach must be greatly expanded to make contact with the majority of individuals who can benefit from basic education programs.
2. Much more orientation and in-service training should be provided the A.B.E. teachers and counselors.

3. Undergraduate adult education programs must produce new, innovative young teachers with understanding and knowledge of how adults learn based upon individual strengths.
4. Adult Basic Education teachers, and those planning to enter this field, must acquire familarity with adult teaching materials and develop skills and judgements which will result in the ability to make wise selection and effective utilization of the varied resources available.
5. Especial emphasis must be placed on assisting the teachers in professional use of instrument instruction, programmed lessons, and materials that are self-pacing to the student.
6. Teachers must provide a learning situation substantially different from old "failure" situations.
7. Readiness level must be understood and filled with cognitive areas of communications skill development through a planned sequence of learning.
8. Constant evaluation must be made on behavioral change with teachers knowledgable about the range of teaching styles and models.
9. Team teaching, and para-professionals will be used when feasible.
10. Counselors must play an integral role with continuous interaction within the evolving culture of each A.B.E. student.

11. There must be an improvement of the testing programs to provide correct "in-put" into the instructional program.
12. The development of more adequate instructional materials is mandatory to meeting adult interest levels and capacities.
13. Use of former students in the role of para-professionals, or aides, will provide a success pattern.
14. Board of Education and community understanding and support is vital, with the local school assuming more funding to cover costs of additional enrollees.
15. A systems-management evaluation of each program should be used to determine what keeps students in the program and why the turn-over is so great.
16. Senior citizens, as well as other local groups should be involved in voluntary tutoring, but young teachers must be recruited.
17. Constant contact will provide the student a feeling of belonging. Some communication should be provided to re-encourage attendance when a student misses class for any length of time.
18. The adult student should be made to feel he "belongs" in such areas as having a student body card or decal for his automobile.
19. In-service education must be continuous, with seminar and workshop attendance by teachers, counselors and administrators.

20. Joint agency efforts should provide a combination of basic education and job orientation.
21. Educational programs must be long enough and often enough to permit the adult to learn as rapidly as his self-interest demands.
22. Day programs should be provided when possible as well as night programs for persons who are employed.
23. There must be adequate pre-program preparation for adults upon entrance into an A.B.E. class.
24. Local schools need to be encouraged to experiment and innovate, but to share their findings with other programs.
25. Local schools should be more concerned with identification of students, and satisfying school related problems such as transportation and child care.
26. Research and evaluation of A.B.E. programs should be encouraged and supported, examining such problems as drop-outs, effectiveness of various teaching methods and what happens to graduates.
27. Records should be kept to a minimum, but should provide needed information to identify strengths and weaknesses of A.B.E. programs.

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Appendix A

QUESTIONNAIRES AND PLANNING MATERIALS

USED FOR THIS STUDY

OREGON
BOARD OF EDUCATION

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January 16, 1970

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Officer of the Board

SE FASOLD
Deputy Superintendent and
Secretary of the Board

Mr. Joe Kleven
David Douglas School District
2900 S.E. 122nd Avenue
Portland, Oregon 97236

Dear Joe,

You have known of our annual evaluation of Adult Basic Education in Oregon the past two years. This year, with additional guidelines from the Office of Education, we hope to produce a report that is a systematic evaluation study to provide direction and meaningful growth to Adult Basic Education with the goals and recommendations reflecting your local needs.

A project formulation group has been developed with the principal researcher being Mrs. Mildred Matthews, who wrote the first Adult Basic Education plan for Alaska, and who has been involved in research in Oregon for the past year. When possible, I will plan to visit your A.B.E. program to coincide with Mrs. Matthews' schedule.

Our committee feels that in order for this report to reflect local needs, there must be local self-study. With this in mind, we are enclosing a "Self-Study Questionnaire" for your completion and return to my office, or to be available to Mrs. Matthews when she calls on your A.B.E. Program.

Mrs. Matthews will telephone you in advance of her visit, and while in your school would like to talk with you, or the supervisor of your A.B.E. Program, the teacher (or teachers) and a counselor if one is involved with the A.B.E. students. Will you also plan to

provide her with any documents you may have which describe your A.B.E. Program---such as schedules, handbooks, brochures or miscellaneous publications. Any copies of teaching materials used would also be helpful.

We look forward to working with you in the further development of the kind of Adult Basic Education Program your community needs.

Sincerely,

Clifford Norris
Specialist
Adult & Continuing Education

CN:las
Encl: Self-Study Questionnaire
Schedule of Visitations
108-1

Copy of letter sent to the following:

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Dean of Student Affairs
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Coos Bay, Oregon 97420

Schedule of Mildred Matthews

For ANNUAL EVALUATION of OREGON'S ADULT BASIC EDUCATION

Tuesday - January 6 Thursday - January 8	--	Review Information, PERT chart, schedule, letter to Administrator w/ Self-Study Questionnaire
Tuesday - January 13	--	To Oregon Board of Education to review, plan; then complete schedule
Wednesday - January 14	--	1/2 day complete questionnaire; get typed work on Visitation Questionnaire. work on Adult Student Questionnaire.
Friday - January 16	--	1/2 day; get them duplicated work on Local Interview Plan
Tuesday - January 20	--	To Salem w/Letter & Questionnaire stuff & mail Review additional questionnaires Review of Oregon's State Plan & Oregon Board of Education related files
Thursday - January 22	--	Mt. Hood visitation
Tuesday - January 27	--	Linn-Benton Community College visitation
Thursday - January 29	--	Clackamas Community College visitation
Tuesday - February 3	--	McMinnville visitation
Thursday - February 5	--	Medford visitation
Tuesday - February 10	--	Portland (David Douglas) visitation
Thursday - February 12	--	Salem School District visitation
Tuesday - February 17	--	Portland Community College visitation
Thursday - February 19	--	Newport visitation
Friday - February 20	--	Return in a.m. from Newport
Tuesday - February 24	--	Eugene visitation
Thursday - February 26	--	Klamath Falls visitation
Friday - February 27	--	Return in a.m. from Klamath Falls
Tuesday - March 3	--	Begin review of information to Salem to discuss
Thursday - March 5	--	Coos Bay visitation
Friday - March 6	--	Return in a.m. from Coos Bay
Tuesday - March 10 Thursday - March 12	--	Reviewing materials, compiling, begin writing

Mildred Matthews' schedule
for A.B.E. Evaluation
page 2

Tuesday - March 17 Thursday - March 19	--	Preparing charts
Sunday - March 22	--	Drive to Pendleton
Monday - March 23	--	Blue Mountain Community College visitation
Tuesday - March 24	--	Drive to Ontario in a.m., p.m. Treasure Valley Community College visitation
Wednesday - March 25	--	Drive to Bend
Thursday - March 26	--	Bend visitation
Friday - March 27	--	Return from Eastern Oregon visitation swing
Tuesday - March 31 Thursday - April 2	--	Writing report
Tuesday - April 7	--	First of report to be organized
Thursday, April 9	--	Complete report Depending upon speed of typist & printer, but will be complete by
Tuesday - April 21	--	Report in 200 copies to Oregon Board of Education

Self Study Questionnaire
of Local Adult Basic Education Programs
in Oregon 1969-70

Name of local educational agency _____

_____

Please answer the following questions to the best of your ability so that they may be compiled as a State review of Adult Basic Education. The following questions are relative to your local ABE program.

1. Average daily attendance in your Adult Basic Education Program_____

2. Present enrollment in your ABE Program _____

3. Beginning reading scores (if available)(mean average)_____

4. Present reading scores (if available)(mean average)_____

5. Do you recruit students?_____If so, how?_____

_____

_____

		Yes	No
6. Is a counselor involved in:	a) recruitment?	_____	_____
	b) student problems?	_____	_____
	c) job placement?	_____	_____

7. Reasons for student separation from ABE classes: (figures, if possible)

a) Employment_____ b) Job change_____

c) Entry into a training program_____ d) Moved_____

e) Entered high school program_____ f) Family problems_____

g) Lack of interest_____ h) Completed A.B.E._____

i) Transferred to G.E.D. program_____ j) Unknown reasons_____

k) Other known reasons_____

_____

_____

	Yes	No
8. Does your school have job placement procedures?	_____	_____

9. What are the employment opportunities for the A.B.E. student in your community?_____

_____

10. Why don't people enroll in A.B.E. classes (in your opinion)? Rate as applicable: (Rate with number 1 being most significant, number 8 least significant.)

_____Lack of sufficient information to the eligible adult

_____Unfavorable community attitude toward A.B.E.

_____Health or family problems

_____Embarrassment regarding educational deficiencies

_____Have satisfactory employment; feel no need for improvement

_____Lack of confidence that A.B.E. Program will lead to employment

_____Lack of confidence in personal learning ability

_____Other:_____

_____

11. What is the relative value of the Adult Basic Education Program in your district's total education program?

_____Of tremendous importance

_____A significant contribution

_____Serving only a few

_____Basic to community education

12. How is the A.B.E. preceived by:

a) Local educators_____

_____

b) School Board_____

_____

c) Community_____

_____

_____

13. Rate the following characteristics as you may look for them in a teacher of adult basic education.

	Very Important	Important	Significant	Unimportant
Understanding				
Flexibility				
Patience				
Practicality				
Humor				
Creativity				
Preparation				

14. What are your recommendations to the administration of Adult Basic Education on the State level?

15. What are your district plans for A.B.E. in next year's program?

16. As an administrator, what do you believe to be the factors which most affect A.B.E. instruction?

Please give to Mildred Matthews when she visits your local A.B.E. Program or return to Clifford Norris, Specialist, Adult Basic Education, Oregon Board of Education.

Adult Basic Education Visitation Questionnaire

(Teacher Interview Only)

I. Information on Program and Trainees

A. Student Characteristics

1. Ages

___Under 19
___ 20-29
___ 30-39
___ 40-49
___ 50-59
___ 60 and over

2. Sex

___Male

___Female

3. No. of school years completed

B. Curriculum Materials

1. Basic Materials (identify)

2. Have any been developed for your program? What?

C. Contacts by teacher with A.B.E. students

1. Reasons for contacts this past month (outside class)

2. Average number of monthly contacts?_____

3. Average number of monthly trainee contact

With counselor_____With supervisor_____

II. Teacher Information

A. Personnel you work with (identify relationship)

B. Do you contact employers or employment agencies about your A.B.E. students?___If so, No. in month_____

C. What is the reason you are teaching A.B.E.?

___Drafted into teaching
___Teaching is a secure job
___Teaching gives me a sense of satisfaction
___Teaching pays a good salary
___Inspired by someone. Who?_____

D. Do you do other teaching regularly?_____

If so, what level?_____

E. (a) How long have you been an A.B.E. teacher?

Years_____Full-time____Part-time_____

(b) Other locations?_____

F. Do you plan to continue working with this type of educational program?_____

G. What is your professional background?

What certification?(_____)
level

Highest degree_____

H. What courses do you feel you need to assist you in your work?

Adult Basic Education Visitation Questionnaire

Interview Question	Supervisor's Reply	Counselor's Reply	Teacher's Reply
1. What are the strengths of the Adult Basic Education Program?			
2. What are the weaknesses of the Adult Basic Education Program?			
3. Suggestions to improve A.B.E.			
4. Is there an orientation at the beginning of each A.B.E. year? What? How?			
5. Have you ever taken any college courses dealing directly with adult education?			
6. Number of institutes, workshops or similar in-service training sessions you have had.			
7. What are your obligations to this program?			
8. What community agencies are helpful to this program?			
9. Is there adequate publicity for this program?			
10. What factors (in your opinion) affect A.B.E. enrollment?			
11. How is the curriculum for A.B.E. developed?			
12. Do day school personnel support the A.B.E. Program?			
13. Calrify the relationship between ABE and GED Programs.			
14. No. of contacts per month relative to ABE trainees or ABE			
15. Anecdotes (on back)			

ADULT BASIC EDUCATION

STUDENT EVALUATION QUESTIONNAIRE

1. Age_____ 2 Sex_____ 3. (a) Where do you live?_____

(b) How long in Oregon?_____ 4. How long have you lived there?_____

5. Marital Status_____

6. (a) Family History_____

(b) Children (and ages)_____

7. Health history (Problems: Lack of sleep, hunger, poor vision, poor hearing, disease)

_____

_____

_____

8. Educational history_____

_____

_____

9. Highest grade completed?_____ Where?_____

10. (a) Occupation_____

(b) Now employed?_____ Where?_____

11. Why did you decide to come to these classes?

12. How did you know about the classes?

13. (a) Do most of your neighbors know about the classes?_____

(b) What do they think of them?

14. Do you know anyone who could take part in these classes, but is not interested?_____ Why?

15. Do you think your life has changed in any way because of what you have learned here?

15. (Continued) How?

16. What do you like most about the classes?

17. If you were able to change something, what would you change?

18. Of all the things you are learning, what do you think will be most useful?

19. What are your hopes (ambitions) for yourself?

20. Do you have family problems which keep you from doing your best in classes?

    a) No one to care for children? b) Do not have suitable clothing?

    c) Family attitudes toward your coming to school? d) Others?

21. Do you think vocational skills or basic education more important for you to learn?

22. Is there anything in ABE that changes your attitude toward working?

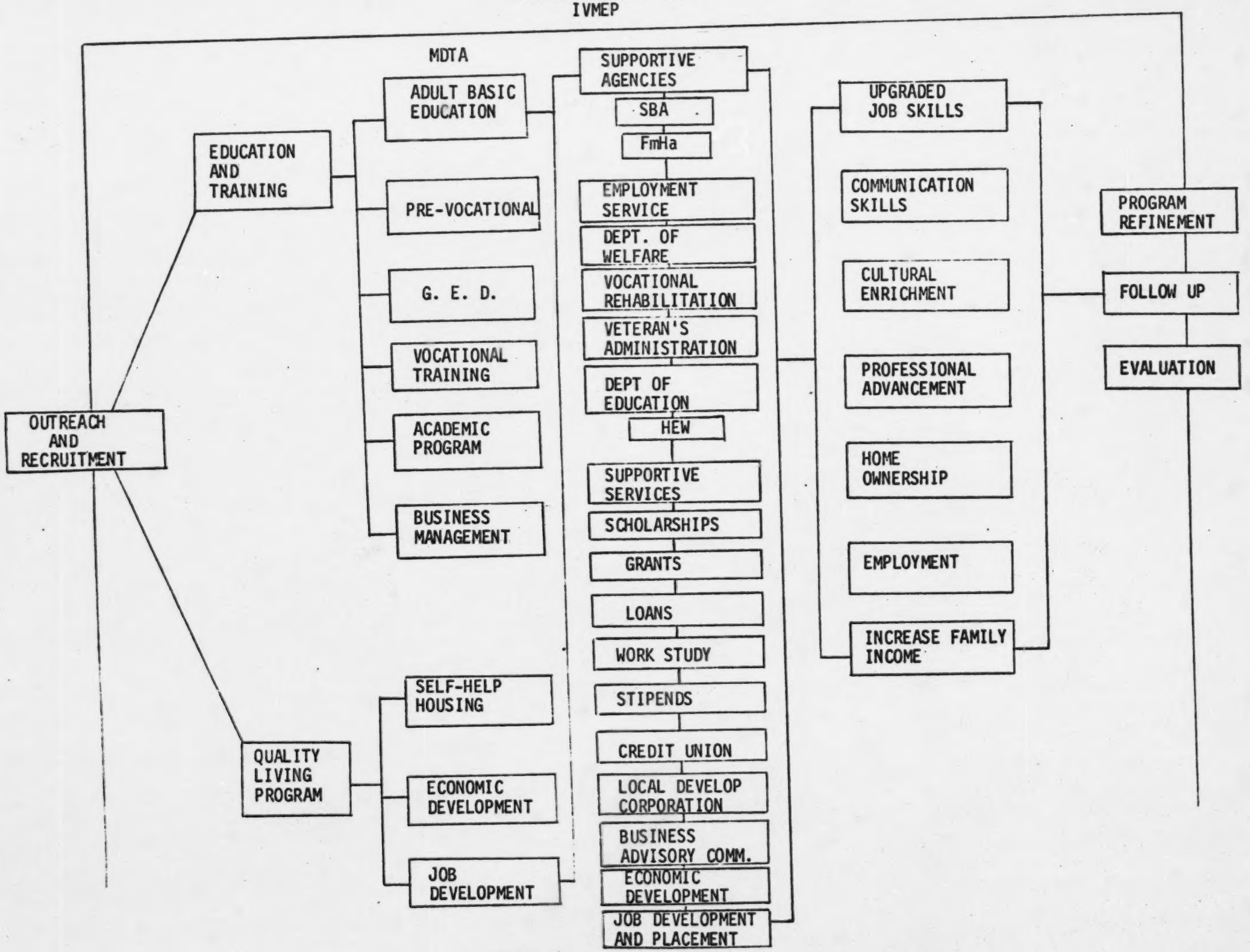
23. Pre-enrollment and Post enrollment Anxieties about Education.

Anxieties	Pre-enrollment	Post-enrollment
a) Would be too dumb		
b) Could not really learn		
c) Would feel foolish		
d) People make fun of		
e) Have trouble with teacher		
f) School would be waste of time		
g) Would have troubles at home		
h) Would have trouble getting to school		
i) Other		

Appendix B

REPORT FORMS USED IN LOCAL PROGRAMS

PROGRAM FLOW CHART
IVMEP



Project _____

Area Weiser

Staff Member (s) Fernando Luna

Planned for February 22-28

			22	23	24	25	26	27	28				
Scheduling Activities				X				X					
Supervis Center Personnel				X	X	X	X	X					
Outreach:													
Contacting for G.E.D.					X	X	X						
Contacting for A.B.E.				X	X	X	X						
Follow-up Contacts				X	X	X	X						
Community Organization				X	X	X	X	X					
Tutoring					X	X	X						

Name _____ No. _____ Homework _____

Spelling _____

Penmanship	News Paper	Vocabulary	Creative Writing	Lang. Drill	Reading	Workbooks	Math	Other

ADULT BASIC EDUCATION

BLUE MOUNTAIN COMMUNITY COLLEGE

H M P

NAME _____ Student Progress and Evaluation _____
Last First

ADDRESS _____ School Year _____
Street

_____ Total Days Enrolled _____ Total Days Attended _____
City State Zip

Age _____ Number of Years of School Completed _____ Occupation _____

Has student been enrolled in ABE previously? Yes No Where? _____ When? _____

Remarks pertaining to class performance, attitude, and suggestions for next class.

Materials Used for Instruction

Beg. Level / Level at end of year

READING _____

ARITHMETIC _____

SPELLING _____

ENGLISH _____

Results of Tests Given _____

Dates of Tests _____

Student's Objectives: _____

Does student have any physical defects that would impair learning ability or affect attendance? _____

Does student plan to return for following school term? _____ Referred to class by: _____

Teacher's Signature: _____ Supervisor's Signature: _____

Name_____ Date_____
Address_____ Phone_____
_____ Social Security Number_____

Age_____ Sex_____
Mdrital Status_____
Highest grade completed in school_____
Had the student ever enrolled in an adult basic education class in another state or territory before enrolling in this state? Yes_____ No_____
Is this the first time for the student to enroll in an adult basic education class? Yes_____ No_____

Type of Student:

_____ White
_____ Negro
_____ American-Indian
_____ Oriental
_____ Cuban
_____ Mexican-American and/or Spanish-American
_____ Puerto Rican
_____ Other (Specify)

Is the Student:

_____ In a correctional institution
_____ In a state hospital
_____ A migrant worker
_____ A welfare recipient
_____ Head of a household

_____ Number of dependents in the household of the student. (Include both parents in this figure.)

Employment Status

At Registration	At Separation
_____ Employed full time	_____
_____ Employed part time	_____
_____ Unemployed	_____
_____ Unemployed & not looking	_____

The primary language spoken in the home is:

_____ Spanish
_____ English
_____ Other (Specify)

Effective reading grade level:
_____ At registration
Grade

Student referred by:
_____ Welfare
_____ School
_____ Adult basic education Counselor
_____ Other student
_____ Church
_____ Employer
_____ Other (Specify)

Student separated because:
_____ Completion of program
_____ Job
_____ Family problems
_____ Other (Specify)

Reason for participation:
_____ To get job
_____ To get better job
_____ Social
_____ Education or self improvement
_____ Other (Specify)

	DATES		
	Entered	Completed	Separated
Beginning level	_____	_____	_____
Intermediate level (Gr (Grades 4-6)	_____	_____	_____
Advanced level (Grades 7-8)	_____	_____	_____

As a result of his education the student was able to:
_____ Secure employment
_____ Secure better employment
_____ Register to vote
_____ Discontinue public aid
_____ Develop confidence in personal relations
_____ Develop a positive attitude toward relations
_____ Be promoted on the job
_____ Other (Specify)

COUNSELING RECORD

Student contacted by:	Date:	Counseling revealed (comments)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

Date _____

9:00	Assignment	Completed
10:00		
11:00		
1:00		

ADULT BASIC EDUCATION

RECORD OF MATERIALS USED IN LANGUAGE ARTS COURSES (1969-1970)

STUDENT _____ TEACHER _____

MATERIALS	COMPLETED	COMMENTS
Picture Word Cards		
Beginners Phonic Flash Cards		
Dolch Basic Sight Vocabulary Set 1		
Dolch Basic Sight Vocabulary Set 2		
Word Blend Cards		
Word Suffixes Cards		
Word Prefixes Cards		
Phonics Skilltext with Tapes Book A		
Phonics Skilltext with Tapes Book B		
Phonics Skilltext with Tapes Book C		
Phonics Skilltext with Tapes Book D		
Sight and Sound of Phonics (transparencies)		
Sound Teaching-Reading & Spelling (Fairchild)		
Beginner's Workbook for above		
Advanced Workbook for above		
Reader's Digest Paperback Book Articles		
Mystery of the Mountains Level 1		
Workers in the Sky Level 1		
Second Chance Level 1		
Send for Red Level 1		
A Race to Remember Level 2		
Men Who Dare the Sea Level 2		
Santa Fe Traders Level 2		
Valley of 10,000 Smokes Level 2		
Guides to High Adventure Level 3		
I Fell 18,000 Feet Level 3		
First at the Finish Level 3		
What's on the Moon? Level 3		
Reader's Digest Skill Builders		
Level Four		
Level Five		
Level Six		
Hard Cover Reading Textbooks		
Blue Dog and others Level 1		
Barking Cat Level 4		
Better than Gold Level 5		
Three Green Men Level 5		
Follett Reading Program for Adults		
Mott Language 300 A Level 1-3		
Mott Language 300 B Level 1-3		
Mott Language Word Bank Level 1-3		
Mott Language 600A Level 4-6		
Mott Language 600B Level 4-6		
Mott Language 900A Level 7-9		
Language Drills-Ditto Books		
SRA Kit - Reading for Understanding		
Slosson Oral Reading Test		

ADULT OPPORTUNITY CENTER
Veterans Administration Domiciliary
White City, Oregon

STUDENT CALENDAR

MONTH of FEBRUARY 1970

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Daytime Program 10:00-3:00 Mon.-Friday	3 Evening Program 6:30-9:00 P.M.	4	5 SPECIAL GUESTS TODAY!!! Evening Program 6:30-9:00 P.M.	6	7
8	9 Daytime Program 10:00-3:00 Mon.-Friday	10 Evening Program 6:30-9:00 P.M.	11	12 Evening Program 6:30-9:00 P.M. LINCOLN'S BIRTHDAY	13	14 VALENTINE'S DAY
15	16 Daytime Program 10:00-3:00 Mon.-Friday	17 Evening Program 6:30-9:00 P.M.	18	19 Evening Program 6:30-9:00 P.M.	20	21
22 WASHINGTON'S BIRTHDAY	23 Daytime Program 10:00-3:00 Mon.-Friday	24 Evening Program 6:30-9:00 P.M.	25	26 Evening Program 6:30-9:00 P.M.	27	28

DAYTIME PROGRAM - The daytime program meets Monday through Friday from 10:00 a.m. until 3:00 p.m. unless otherwise directed by the teacher. Mrs. Precia Medley is the teacher for the Daytime Program.

EVENING PROGRAM - The evening program is held on Tuesday and Thursday evenings from 6:30 until 9:00 p.m.

STUDENTS - Your suggestions are welcomed. Write your ideas on a sheet of paper and give to Dorothy Haertle if you see ways that we can improve the Adult Center for YOU. BRING A FRIEND.

Blue Mountain Community College
Reading Laboratory

	Oct. 1969	Jan. 1970	Nov. 1969	Jan 1970
Arithmetic - Survey #1	91			
Arithmetic - Survey #2		91		
R. F. U.			11.6	
Vocabulary Inventory #3				100
Vocabulary Inventory #4				98

ADULT
BASIC EDUCATION CLASSES

READING....WRITING....ENGLISH..... SPELLING....ARITHMETIC

CLASSES IN THE BASIC SKILLS OF LEARNING ARE BEING HELD FOR ADULTS, TWO EVENINGS A WEEK, IN FOUR AREAS OF PORTLAND.

* MONDAY AND WEDNESDAY CLASSES ARE 7:00 TO 9:30 P.M. AT

- **Washington High School.....531 S.E. 14th**
  ROOMS 106, 107, 108

- **Lents School .....5105 S.E. 97th**
  ROOMS 120, 122

- **King School.....4906 N.E. 6th**
  ROOMS 114, 115

* TUESDAY AND THURSDAY CLASSES ARE 7:00 TO 9:30 P.M. AT

- **James John School.....**
  ROOMS 21, 22 **7439 N. Charleston Ave.**

* CLASSES ARE FREE AND ALL MATERIALS ARE FURNISHED. YOU CAN START ANYTIME, AT ANY LEVEL, AND LEARN AT YOUR OWN SPEED. FIRST CLASS IS FEBRUARY 9, 1970.

CLASSES ARE SPONSORED BY PORTLAND COMMUNITY COLLEGE

Appendix C

LIST OF TEACHING MATERIALS FOUND SATISFACTORY IN SOME A.B.E. PROGRAMS IN OREGON

Curriculum Materials
Used in Oregon's Adult Basic Education Classes

The following list of curriculum materials are those identified by staff and students of A.B.E. programs as being adequate, or of good instructional quality. It must be remembered that adult basic education, in Oregon, has a number of students whose native language is not English.

Number 1 identifies the material as most desirable of those being used; number 2 indicates that it has value in some area.

English, Reading, Spelling and Communication:

As a preface to this area we heard comments such as:

"I haven't been able to find anything I thought was ideal."

"Nothing like for English, not a thing."

"Spelling is one of the biggest needs of all; it is the most difficult to teach."

Barnell Loft, Ltd. 2
- Using the Context
- Working with Sounds
- Following Directions
- Locating the Answer
- Getting the Facts
- Getting the Main Idea
- Drawing Conclusions

Baxter
- The Magnetic Patterns of the English Language 1

Charles Merrill
- Diagnostic Reading Workbook (Nos 1-6) 2
- Exploring Today 2

Educational Guidelines Co.
- Guideline to Better English 2

Field Educational Publications
- Fordberg, H. O., A Guide to Effective Communication (teachers edition) 2

Follett Publishing Company 2
- You and Your Needs
- Reading for a Purpose
- Systems for Success

Groiler Education Corp. 2
- Reading Attainment System

Harr Wagner Publishing Company	2
Jim Forest & Lone Wolf Gulch	
Jim Forest & The Plane Crash	
The Sea Hunt	
Treasure Under The Sea	
Frogmen in Action	
Submarine Rescue	
Houghton-Mifflin Co.	
Spelling Troubleshooter: A Program in Basic English Skills. Spelling Action	2
Lingoco Corporation:	
A Microwave Course in English as a Second Language	1
The MacMillan Company:	2
English 900 Tapes for Books I, II, and III	
English 900 Workbooks I, II, III	
Teachers Manual	
McCormick-Mathers	2
Phonics Key Cards	
McGraw Hill Book Company	
Behavioral Research: Sullivan Reading Materials (Programmed for Adults)	1
Practicing American English, Grant Taylor	1
Webster Division: What Job for Me? series (including: The TV Repairman, The Second Best Cook in town, Cool it, Man, etc.)	1
University of Michigan Press	
English Pattern Practices	1
English Sentence Patterns	1
Reader's Digest Services, Inc.	2
Reading Skill Builder, All Levels	
Reading Skill Practice Pads, Levels I, II, III & IV	
Reading Books--Step One thru Step Three	
Science Research Associates	2
Reading Laboratory I: Word Games	
Reading Laboratory, Elementary Education	
Reading Laboratory II-B	
Pilot Library II-C	
Dimensions in Reading	
Spelling Word Power Laboratory, Grade 4	
Series: The Job Ahead	

Silver-Burdett
Spell Corectly 2

Steck-Vaughn Company 2
I Want to Read and Write, Harley A. Smith & Ida Lee
King Wilbert
Working With Words, Mildred Putman
Working With Word Patterns, Mildred Putman
Learning Our Language, Books I and II
Steps to Learning, Books I & II
Adult Readers

Mathematics

As a preface to this area we heard such comments as: "You must have such a variety" and "I don't think there is such a thing as a book."

The Economy Company Guideline to Mathematics Teacher Handbook	2
Laidlaw Brothers Lemnes Essentials of Arithmetic, a pupil activity textbook	2
McGraw-Hill Book Company Programmed Math For Adults, Book 1, 3, 4, 5, 7 Behavorial Research: Sullivan Math	2
Science Research Associates Computational Skills Development Kit	2
Southwest Publishing Company Basic Math Review	2
Steck Vaughn Company The Modern Practice Book in Arithmetic Working with Numbers Basic Essentials of Math, Part I & II Steps to Mathematics (for beginners)	2

Social Studies and Science

American Book Company	
Mexican American: Past, Present and Future	2
American Education Publication	2
Know Your World--Newspaper	
You and Your World--Newspaper	
Behavioral Research Lab	1
Jobs	
Channing L. Bete Company, Inc.	1
The Law and You	
Why Vote	
SRA Science Research Associates, Inc.	
Blueprint for our Democracy	2
The Job Ahead	2
Occupational Exploration Kit	2
Silver Burdett Company	
Science Kit	
Measurements	1
Electricity & Magnetism	1
Wave Motion	1
Mechanics	1
Steck Vaughn Company	
Exploring Our World	1
Life in Different Lands	2
Scientific Living Today	2
U.S. Government Printing Office	2
Our American Way of Life	
Our United States	
Our Government	

Appendix D

CHECK SHEET OF DATA IDENTIFIED BY FEDERAL GUIDELINES

Check Sheet of Data Identified

By Federal Guidelines

1. CONTRACTING FOR PROGRAM EVALUATION SURVEY
   Letter to Superintendent and Executive Officer; i., Part I, Chapter 3

2. TIME OF SURVEY (INCLUDING PERT SCHEDULES)
   Part I, Chapter 3.

3. PROGRAM FACTORS TO CONSIDER, AT THE STATE LEVEL

   1. Organizational Structure of the A.B.E. Program
      Part I, Part III Chapter 9.

   2. Number of full-time and part-time A.B.E. staff compared to cost and size of program (funds and enrollees)
      Chapter 5, E

   3. Salaries, etc. with training and development of staff
      Chapter 5, C, D, Part III

   5. Working relationships with State fiscal, etc. and with internal and external agencies.
      Part I, Chapter 6; Part III, Chapter 9

   6. Program and fiscal records keeping and reporting
      Chapter 5,B; Part III

   7. ABE Program personnel training and development activities
      Chapter 5

   8. Methods, procedures and criteria used by State staff to elevate and control local programs
      Chapter 3, Part III

   9. Number of hours of instruction required to raise students grade level
      Part III, Chapter 9

   10. Quality and effectiveness of recruiting and retention
       Part II, A chart on "How Student Learned of ABE Program"; Chapter 4, B

   11. General appearance of classroom
       Part I

   12. Location of classes
       Part I

13. Ages, sex, family status, etc. of students
    Chapter 4, A

14. Results of local program to date
    Chapter 6, Chapter 7 and Chapter 9

15. Use of indigenous and sub-professional personnel
    Chapter 5, B, D

16. Use of guidance and counseling personnel
    Chapter 8, Chapter 5A

17. Methods and procedures of obtaining program funds
    Chapter 4, B, Part III, Chapter 9

18. Comparisons of federal, state and local funds
    Chapter 6A, Part III Chapter 9

19. Cost per pupil, overall average
    Part III, Chapter 9

20. Efficiency and equity of procedures involved in funding, etc.
    Chapter 6, Part III

21. Matching ratios
    Part III, Part I, Chapter 1

4. PROGRAM FACTORS TO CONSIDER, AT THE LOCAL LEVEL

1. Organizational structure of representative local programs
   Chapter 5; Chapter 6

2. Number of full-time and part-time ABE personnel
   Chapter 5-B, E, F

3. Experience and qualifications of personnel
   Chapter 5, D

4. Turnover of staff
   Chapter 5, A, Chapter 5, B

5. Working relationships
   Part I, Chapterl; Chapter 5, B; Chapter 6

6. Records keeping and reporting
   Chapter 5, B; Part III

7. Number and size of classes, etc.
   Part I, Chapter 1; Part III

8. Quality and Effectiveness of teaching methods and materials, etc.
   Chapter 5, C; Chapter 6

5. SUGGESTED RECOMMENDATIONS FOR IMPROVING THE ABE PROGRAM AT THE NATIONAL, STATE AND LOCAL LEVELS

   Part IV

6. SURVEY REPORTS

   Chapter 9

ERIC Clearinghouse
AUG 10 1970
on Adult Education